



STANFORD UNIVERSITY
CCSRE

CENTER FOR COMPARATIVE STUDIES IN RACE AND ETHNICITY

Newsletter

Summer 2002

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A Note from the Director

As founding director of CCSRE and chair of the undergraduate program, I step down from a leadership role at the Center after six years knowing that faculty, staff, and students have built a truly dynamic, innovative institution at Stanford University. From humble origins in 1996–1997, when the CSRE undergraduate program boasted a mere thirteen majors and the Research Institute had no full-time paid staff, we can look back with pride at how an enormous commitment of time and energy paid off in the development of a thriving center devoted to teaching and research. And, with generous support from the President, Provost and Dean of the School of Humanities and Sciences, in recognition of the achievements of CCSRE, the Center now sits atop a solid foundation of intellectual strength and financial stability as one of the premier scholarly programs of its type in higher education.

The study of race and ethnicity in comparative national and international contexts and through interdisciplinary perspectives is now firmly ensconced at Stanford. As a Center that promotes second generation ethnic studies-related research and curriculum, CCSRE has served as a model for the development of several new programs at other universities across the nation in recent years.

CCSRE is uniquely positioned at the forefront of knowledge for understanding the role of race and ethnicity in the U.S. and in other societies. This state of knowledge is aptly reflected in the curriculum of the Center's undergraduate program. With more than 120 courses to choose from, the number of students who have declared one of the four new majors and minors (established in 1996) or the longstanding Program in African and African American Studies over the past six years has soared. In 1996–1997, for example, a total of 27



PAUL DAVIES

students declared one of these five majors and minors. In Spring quarter 2002, CSRE/AAAS/JS claimed 125 majors and minors.

The Research Institute of Comparative Studies in Race and Ethnicity has also grown impressively in recent years. As sponsor of many research and policy-oriented conferences and projects, faculty and graduate student fellowship programs, faculty research networks, and activities in support of graduate student career development, RICSRE has developed into a multifaceted institute. In support of its mission and in recognition of the important work carried out by RICSRE, the University committed a \$5 million endowment in 2001 that will provide base funding for staff and program activities in perpetuity.

When CCSRE was initiated six years ago, our goal was to make the Center one of the preeminent sites in American higher education for the study of race and ethnicity. Most of what we envisioned for the future of the Center in 1996 has become a reality, and as I leave the position of director, I give thanks to the many faculty, staff, students, and our distinguished national Advisory Board who helped me build an exciting new intellectual enterprise at Stanford University.

Al Camarillo



Loren Kieve, Al Camarillo, and Maggie Andersen at the Advisory Board Dinner held on May 31.

CCSRE Advisory Board

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Eva Jefferson Paterson
Director, Lawyers' Committee for Civil
Rights
San Francisco, CA



Mariachi Cardenal de Stanford performing at a dinner honoring Al Camarillo.

Reflections on Al Camarillo's Contributions to CCSRE

by Paula Moya

Besides being a key figure in the development of CCSRE, Al Camarillo has been an important mentor to the many undergraduate and graduate students and untenured faculty affiliated with the program. In his capacity as chair of the CSRE major, Al helped countless undergraduate students clarify their academic focus, develop their course schedules, and formulate interesting and appropriate topics for their undergraduate honors theses. In his capacity as director of CCSRE, Al secured funding for and oversaw the development of a number of programs designed to facilitate the research agendas of both graduate students and junior faculty working on issues of race and ethnicity. Under his watch, CCSRE instituted several dissertation and teaching fellowships that provide needed funding for students working across a variety of disciplines on issues of race and ethnicity. Importantly, the fellowships have been instrumental in helping to create a community of scholars, because as a condition of their funding, teaching and dissertation fellows participate in the RICSRE Faculty Seminar Series.

It is as a mentor that Al Camarillo has had the most profound effect on me. One of the most important initiatives for untenured faculty that Al put in place as director of CCSRE was the Junior Faculty Profession Development Project funded by the Irvine Foundation. This program was designed to "buy out" one course taught by one or two junior faculty members per year so that they could devote the extra time to working on their scholarship. In my own case, the extra time was so valuable, and the timing of the leave was so opportune, that I was able to complete the last chapter of my first single-author book, *Learning From Experience*, during the quarter I took the leave. Finishing that book was, of course, instrumental to my successful bid for tenure.

Even as he was building CCSRE, Al remained a committed scholar and teacher. Certainly, one of my most valuable teaching experiences came during my second year at Stanford when I team-taught with Al the "Introduction to Chicano History and Culture" course. Team-teaching with Al was a tremendous learning experience for me, because he is a brilliant lecturer and master teacher. Moreover, it is an experience that has been instrumental to my success here at Stanford. Among other things, I learned through Al's excellent example how to work effectively with TA's and how to manage a large lecture class.

I salute Al's vision, his leadership qualities, and his willingness to mentor actively those scholars who are coming behind him. He is an important scholar, a uniquely effective leader, and a wonderful human being. I feel deeply fortunate to have him as my colleague. ■

by George Fredrickson

Al Camarillo is the founding father of the Center for Comparative Studies in Race and Ethnicity at Stanford. The demands of the students in the early 1990s for the establishment of additional ethnic studies majors could have resulted in a proliferation of small programs, which might have isolated or "ghettoized" students from diverse communities and would have offered them only limited curricular choices. In cooperation with H&S Dean John Shoven and other interested faculty (including myself), Al worked for the establishment of a uniquely comparative and interactive approach to the study of group identities and situations. The fact that a substantial majority of the majors in the program opt for the broadly comparative track, rather than the ethnically specific ones, suggests that the time was ripe for such an innovation.

In the half-dozen years of his directorship of the Center, Al has seen its teaching component grow into one of the most popular of Stanford's interdepartmental programs; both with students and with faculty. He planned and conducted a remarkable "gateway" course that created a forum for colleagues from various departments to provide students with an understanding of how the respective disciplines approach the subject of race and ethnicity. More recently, he taught a gateway course on racial and ethnic diversity in twentieth century America, which had as its precursor the History course we taught together for several years on "Race and Ethnicity in the American Experience."

The Center also provides the home for the Research Institute. This was in part developed as an extension of a Faculty Seminar on Comparative Race and Ethnicity that Al and I helped to organize, initially with the support of then-Dean Ramón Saldivar and later with funding from the Mellon foundation. One could trace Al's involvement with multicultural education at Stanford back even further—to his founding of the Stanford Center for Chicano Research in 1980 and chairmanship of the University Committee on Minority Issues in the late 1980s. For more than two decades, therefore, Al Camarillo has been the key figure in Stanford's intellectual and curricular adaptation to a more diverse student body and a more diverse America. ■

Conferences and Events

The California Asian American Artist Biographical Directory Publication Survey

On December 7 and 8, 2001, RICSRE sponsored an editorial committee meeting of the California Asian American Artist Biographical Directory Publication Survey, which was initiated at San Francisco State University in 1996 and received funding from the National Endowment for the Humanities. An outgrowth of the SFSU exhibition *With New Eyes: Toward an Asian American Art History in the Western United States* and its catalogue, the project aims to document the careers of roughly one thousand Californian artists with Asian ancestry working before 1965. The results of this research point to the need for a rewriting of regional art history and the cultural profile of Asian American studies. Distinguished Asian American specialists as well noted scholars in both Asian and American art and individuals with other expertise participated. This was the first meeting of the committee. In addition to scholars and students from San Francisco State University, faculty and students from Stanford University and UCLA have shaped the project during the last five years. Gordon Chang, Professor of History at Stanford, is a member of the Editorial Committee. RICSRE is looking forward to working with Mark Johnson, the head of the project, next year when he will be a Visiting Fellow at the Research Institute. ■



George Fredrickson, Ann Pettigrew, Tom Pettigrew, and Bob Zajonc

“White Supremacy, Black Liberation”

A Conversation with George Fredrickson

I met Professor Fredrickson in his lofty office with big old windows, high ceilings and tall bookshelves overlooking the courtyard the History building shares with CCSRE. We talked about him and the conference “White Supremacy, Black Liberation” held in Fall 2001. The conference was a tribute to his academic work and his teaching. George Fredrickson is the Edgar E. Robinson Professor of United States History. After an almost forty-year career as a professor of history, he will partially retire at the end of this academic year. Eighteen of these years he spent at Stanford. Another eighteen years he taught and researched at Northwestern University, and before that he worked as an instructor of history at Harvard University.

Last year, three of Fredrickson's former doctoral students—Ariela Gross (USC) and Leslie Harris (Emory University), both Ph.D.s from Stanford and Norrece Jones

(Virginia Commonwealth University), a Ph.D. from Northwestern—organized a conference to honor the legacy of their former advisor and dissertation director. The conference “White Supremacy, Black Liberation” took place on November 2 and 3, 2001 at Stanford. Many of Fredrickson's former students from Stanford and Northwestern flocked to campus and paid respect to the scholar and teacher. Current students of Fredrickson's as well as colleagues from the History department and CCSRE joined the audience.

The conference's topic itself built on two books of Fredrickson's: *White Supremacy: A Comparative Study in American and South African History* (1981) and *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa* (1995).

While sifting through the mountain of paper from talks given at his conference, Fredrickson jokes that some of his students had outdone him with their careers. “This is the case,” he laughingly states, “of Dale Knoble who is the president of Denison

University. I have never been a president," Fredrickson chuckles, "I have been many things. And I have been the Co-director of RICSRE for some years, but the president of a university—no, I have not been that."

The conference drew Fredrickson's disciples from many generations of his long teaching career. Most of them are professors themselves like Robert Harris Jr., Vice Provost and Professor of Africana Studies at Cornell University. The youngest was Stanford alumni Yonatan Eyal (B.A. in History, class of 2000), who is now a second year graduate student in History at Harvard University. While working with Fredrickson as an undergraduate, Eyal published in the *Illinois Historical Journal* and won the Dean's Award for Academic Achievement in 1999.

Two of Fredrickson's very first doctoral students at Northwestern, Sterling Stuckey (UC Riverside) and Don H. Doyle (Vanderbilt University), paid their tribute as did—of course—Fredrickson's former Stanford students: James Campbell (Brown University) and Eric Rauchway (UC Davis). Campbell was Fredrickson's only Stanford student who worked on the comparison of the United States and South Africa; at the conference, he spoke about 20th century African American travel accounts of Africa. Rauchway (UC Davis) was one the first graduate students whom Fredrickson advised at Stanford. Tributes to Fredrickson came also from Joseph Crespino and Christopher Lee, two current graduate students in Stanford's History department.

Among those involved with the conference itself were not only Fredrickson's former students but also fellow colleagues and scholars from Stanford and universities around the country: Prof. Estelle Freedman (History) and Professor Clayborne Carson (History) each chaired a panel as did the current President of the American Historical Association, Darlene Clark Hine from Michigan State University.

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Guadalupe Valdés and Leanne Hinton at "Negotiating the New Racial Landscape in California" Conference.

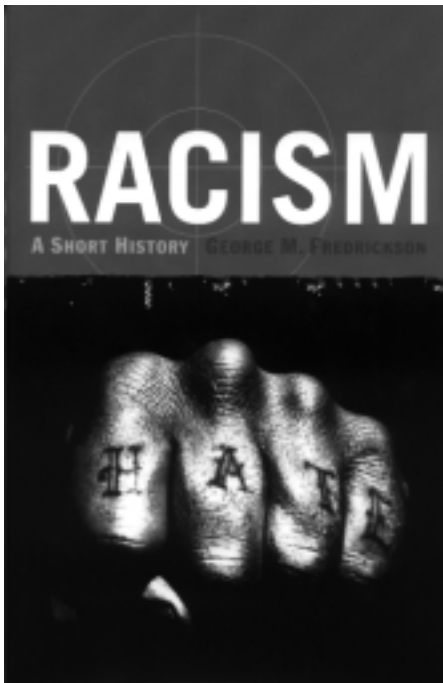
"Negotiating the New Racial Landscape in California"

If Ward Connerly's Racial Privacy Initiative is successful in banning the state of California from collecting and using racial data, many of the discussions at CCSRE's "Negotiating the New Racial Landscape in California" conference will no longer be possible. The conference explored the changing demographics of the state and what it means for redistricting and voting patterns, language and bilingual education policies, equality in education, social justice, and racial representation in the media. Many of the presentations examined how housing, education, employment, health care, and a person's general well-being are correlated with racial identity; the loss of state-collected data would seriously hamper future study of these issues. Furthermore, demographers project that within the next fifty years people identified currently as "minority" will comprise half of the U.S. population. And the 2000 U.S. Census reports that California is the first state to reach this demographic composition. Understanding how increased diversity is negotiated in California may predict future patterns in the rest of the U.S.

Professionals from many different backgrounds contributed to the presentations and panel discussions at the conference. Angela Oh, an attorney and commissioner on the Los Angeles City Human Relations Commission participated in the dialogue on social justice and opportunity. Emerald Yeh, news anchor for KRON 4 T.V. contributed to discussions on racial representations in the media. And Lawrence Bobo, Professor of Sociology at Harvard helped to shape an understanding of how the issues surrounding diversity in California might look in the future.

The conference, held on April 25–27, 2002 in the Frances C. Arrillaga Alumni Center, was free and open to the public thanks to the generous support from the James Irvine Foundation. Community members from across California attended the conference including students and professors from various universities and colleges, members of the law enforcement community, legal and political figures, individuals from school reform organizations, members of foundations and other community organizations, and staff from various media outlets.

For more information about the conference please visit our website at <http://ccsre.stanford.edu/news> ■



RACISM by George M. Fredrickson

According to Fredrickson, the most exciting aspect of the conference for him was seeing all these people again as they honored his work. Of course, Fredrickson appreciated that his former students thought he had been a sympathetic and accessible advisor. "If this was true," Fredrickson contemplates, "I would be very delighted." ■

"The Future of Minority Studies: Redefining Identity Politics"

The conference entitled "The Future of Minority Studies: Redefining Identity Politics" took place on October 19 and 20, 2001 at Stanford University. Paula Moya, an associate professor in the English department at Stanford, organized the conference with colleagues from Cornell, Syracuse University and SUNY Binghamton.

The conference exceeded Professor Moya's expectations. It was co-sponsored by CCSRE and was the continuation of an ongoing bi-coastal collaborative research project involving universities on both

coasts of the country. The "Future of Minorities" project explores the role of identity in the shaping of a progressive and intellectually rigorous vision of minority scholarship and education. Aimed at encouraging a debate among scholars on theoretical and practical issues ranging from ethics and epistemology to political theory and pedagogical practice, the project develops and defends a post-positivist realist alternative to the dominant views of identity and experience in the Humanities.

The comparative and interdisciplinary aim of the conference was underscored by the scholars from more than a dozen different schools and fields in the Humanities and Social Sciences, who participated in the event. Among these scholars were a number of Stanford faculty affiliated with CCSRE: Claude Steele (Psychology) gave a talk entitled "Stereotype Threat and Group Identity;" Renato Rosaldo (Cultural and Social Anthropology) talked about identity politics; David Palumbo-Liu discussed multiculturalism, civilization, national identity and difference from the perspective of September 11th. Other Stanford faculty members including Al Camarillo (History), Estelle Freedman (History) and Arnold Rampersad (English) chaired panels.

Two sequels followed the Stanford event: one at Cornell University in November and a panel at the Modern Language Association's convention in New Orleans in December 2001. Another symposium is planned for October 2002 at the University of Michigan. The proceedings of these different symposia are published as papers and in a forthcoming book tentatively titled *The Future of Minority Studies: Redefining Identity Politics*. ■

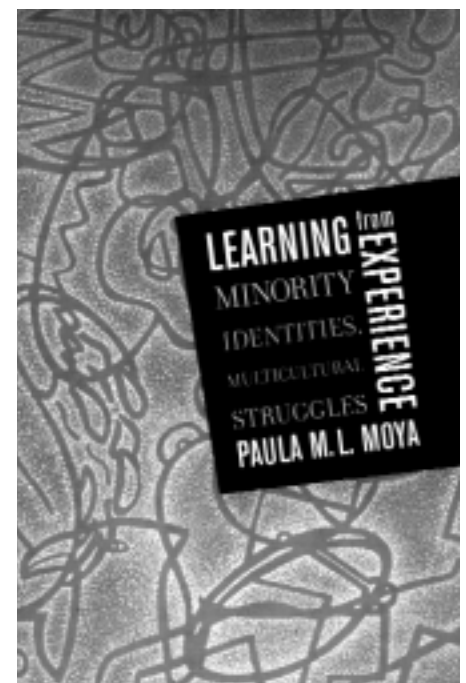
"A New Look at Race"

The conference "A New Look at Race: How Social Representation of Race Affects Visual Perception and Attention" took place November 16 and 17, 2001 at Stanford. Jennifer Eberhardt, Assistant Professor of Psychology at Stanford, and James Jones, Professor of Psychology at the University at Delaware, organized this

conference that was sponsored by RICSRE and the National Science Foundation.

Under the four themes "Racial Construction and Representation," "Racial Attitude Activation and Accessibility," "Influences of Race on Perception and Attention" and "Race, Perception and Law," the conference participants and audience discussed how race is constructed and the effects that those constructions have on cognitive processes. In particular, they addressed such issues as racial stereotypes, prejudice, the sociocultural shaping of attention and perception. The notion of color-blindness and the implication of this approach to intergroup relations was examined from social psychological and legal system perspectives.

About two dozen scholars from across the country as well as from Japan and France attended the two-day event. A number of Stanford faculty contributed to the event either as speakers like Claude Steele (Psychology), Jeanne Tsai (Psychology) and Richard Banks (Law) or as discussants like George Fredrickson (History) and Hazel Markus (Psychology). ■



Learning from Experience by Paula M. L. Moya

Undergraduate Program

MAJORS

African and African American Studies (AAAS)

The program of African and African American Studies (AAAS) prides itself on being, along with Harvard's, one of the oldest Black Studies programs at a major university in the country. Its beginnings reach back to 1968 and from that time, the program had a comparative orientation. Today, the program facilitates and enhances the study of the history, languages, literatures, cultures and societies of Africans and their descendants in the New World, with a focus on African Americans. In recent years, the inclusion of the study of the African Diaspora has widened the program's scope to include all people of African descent in the world.

The program's comparative and interdisciplinary approach prove to be a strength in preparing its students for further graduate studies and/or professional careers in fields including medicine, business and law, education and the social sciences, and the performing arts. Students choose between a range of AAAS-related courses and activities in other departments that the program, much like a clearinghouse, lists in one place. To ensure a comparative education, the program requires each major and minor to take at least one class in the field (African Studies or African American Studies) in which they do not specialize.

The oldest ethnic study program at Stanford, AAAS joined CCSRE in 1997. AAAS still grants its own degrees and holds its own commencement ceremony. For the last four years, Professor John Rickford (Linguistics) has directed the undergraduate program in African and



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AAAS Director John Rickford

African American Studies. In Fall 2001, Vera Grant, a former graduate student in the History department, joined him as the AAAS Associate Director. Thanks to Grant, AAAS became also an intellectual home for graduate students who do their research in the field of African and African American Studies.

In Spring quarter 2002, the AAAS program had 16 students as majors and seven as minors in its ranks. This year, senior and co-founder of the Stanford Africa Forum Chris Maloney, who majored in Economics and AAAS, won the AAAS James L. Gibbs award for superior academic performance in the field of African and African American Studies and the John Gardner Fellowship. This grant honors and supports a common commitment to the cause of public and voluntary sector service in the United States and is given to only three Stanford and three UC Berkeley students each year. Chris Maloney will use the stipend to work with the African Nations desk in the International Affairs Office of the Treasury in Washington, D.C.

The AAAS affiliated faculty come from the School of Humanities and Social Sciences and have expertise in the fields of Anthropology, Education, the Performing Arts, the Classics, the Literatures and Languages and Linguistics, History and the Social Sciences.

One unique feature of the program is its lecture series. Each Friday at noon during the Fall, Winter and Spring quarters, the African and African American Lecture Series offers its students and interested audience members the opportunity to hear speakers and scholars with different areas of expertise. These lectures enjoy wide popularity. Some draw big audiences like the speakers Randall Robinson and Julie Dash, others attract more specialized crowds like Tina Camp who talked about African Germans and the African Diaspora. While all lectures are free and open to the public, undergraduates can take the series for course credit.

In accordance with the AAAS comparative and interdisciplinary approach, the talks in the lecture series address a wide range of issues and topics within the field of contemporary African and African American studies. Each quarter, there is at least one lecture devoted to an Africa theme and one that gives an undergraduate or a graduate student the opportunity to present results of her/his research. Perhaps the most important aspect of the AAAS lecture series is that it provides the opportunity for undergraduates to do research linked to a series of oral history interviews with the speakers. These interviews enable students to establish personal contacts to researchers and scholars at Stanford as well as outside institutions.

Another unique feature of AAAS are Learning Expeditions: Since 1999 three have been sponsored to the Georgia South Sea Islands, Jamaica, the West Indies and Ghana. In Spring 2003, AAAS plans to continue this enthusiastically received series with a trip to Belize.

Regular gatherings take place twice each quarter to encourage close relations between students and faculty. These meetings usually consist of a dinner in a faculty



PHOTO CREDIT:

"The Greater Good" An Artist's Contemporary View of the Tuskegee Syphilis Experiment.

member's home and a field trip. While the dinners offer the opportunity to socialize and talk about work in an informal setting, the field trips offer insights in African or African American history. One of this year's field trips led to the multimedia exhibition "An Artist's Contemporary View of the Tuskegee Syphilis Experiment" in San Francisco. Students and faculty also attended a performance of the jazz play *Oo-Bla-Dee* by the African American playwright and actress Regina Taylor. In addition, they attended the Kepler's Bookstore talk by Henry Louis Gates, Jr., on *The Bondwoman's Narrative* and also met with him privately.

Despite the numerous accomplishments of the program, AAAS director Rickford is looking for more ways of broadening Black Studies at Stanford. While he made his discipline—Linguistics—a mainstay of the AAAS, he is searching for ways to engage disciplines outside of the School of Humanities and Social Sciences in the AAAS program and would be delighted to have courses in law, business or medicine regularly offered in conjunction with AAAS in the future. Until then, the participation of faculty from other professional schools in the lecture series, or as guest speakers in AAAS courses, connects students to the ideas and methodologies of these other fields. ■

Asian American Studies (AAS)

The experience and the outlook of Asian Americans and Asian immigrants as well as transnational diasporic issues of the diverse Asian American populations form the focus of the Asian American Studies program. This orientation makes the AAS a bifocal program as it deals with domestic as well as international issues. Professor Gordon Chang (History), who has directed the AAS program since its implementation five years ago, will turn over the position to Professor David Palumbo-Liu (Comparative Literature) at the end of this academic year.

The challenge of a program like Asian American Studies is to address the broad variety of interests of its students and to combine this with the latest perceptions and research about Asian Americans. This academic year, the faculty affiliated with the program tried to meet this challenge with new courses intended to reflect the transpacific nature of the Asian immigration and the Asian diaspora in the United States. The students could choose between courses such as "Gender Issues in Asian American History" (Gin Yong Pang, independent scholar), "Korean American Migration" (Sandra Lee, lecturer in Cultural and Social Anthropology), "Imagining Asian/Pacific Cultures" (David Palumbo-Liu), "South Asian Diasporas: Colonial and Postcolonial Reflections" (Bakirathi Mani, graduate student, Modern Thought and

Literature) and "Asian American Community Work" (Gordon Chang).

Of great importance for Asian and Asian-American Studies are the guest speakers and visiting scholars who enrich and extend the program's offerings tremendously. In Fall 2001, AAS hosted a talk by Dr. Russell Jeung on "Asian American Churches and Pan-Ethnic Identity." More than fifty students attended this event. Additionally, AAS co-sponsored a special symposium on "South Asian Immigrant Narratives" in Spring 2002. This event honored the re-publication of Dhan Gopal Mukerji's autobiography *Caste and Outcast*, which was edited by Professors Purnima Mankekar and Akhil Gupta (both from Cultural and Social Anthropology) as well as by Gordon Chang. Mukerji (1890–1936) is one of the first major Indian writers in the United States, who as a youth came to this country from India.

Asian American Studies also supports non-academic events. This spring, the program sponsored an undergraduate reception for Gene Awakuni, Stanford University's new Vice Provost for Student Affairs. At the event, more than ninety undergraduate students celebrated Awakuni's appointment. He is the highest ranking administrator of Asian ancestry at Stanford.

Like the other CSRE undergraduate programs, AAS is an interdisciplinary program with a diverse faculty from different departments such as Political Science,



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AAS Director Gordon Chang with graduate Irene Hsu.

Psychology, Comparative Literature, Music, Cultural and Social Anthropology, Education and History. For four years now, the Asian Americas Workshop, a Stanford Humanities Graduate Research Workshop sponsored by the Mellon Foundation, has offered a forum for the presentation and discussion of research and ideas for graduate students and faculty in the field of Asian and Asian American Studies. The goal of these regular meetings is to come to an understanding of the broader reflections of Asian American Studies in the United States. This year's presenters included art historian Mark Johnson (SFSU), who will be a RICSRE Visiting Fellow next year, as well as literary scholars Lisa Lowe (UC San Diego) and E. San Juan, Jr. (Wesleyan University) and historian Henry Yu (UCLA). ■

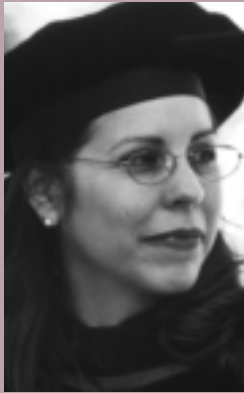
Chicana/o Studies

From its beginnings, the Chicana/o Studies program has combined academic study with community activism. This link between the study of and the research on the life of Mexican Americans and activism is still viable today, according to the program's interim chair Professor Renato Rosaldo (Cultural and Social Anthropology). Currently the program's faculty and students are looking for new ways to strengthen this relationship and, at the same time, give—here in California—an edge to the study and teaching of Mexican Americans, one of the country's largest and fastest growing ethnic populations.

Two new ideas about the program are currently taking shape: One is a structural shift that puts a new emphasis on the Honors thesis for both majors and minors. The Honors thesis in the field of Chicana/o Studies will allow students to work very closely with faculty in the field. With the promise of closely directed research, the program also hopes to attract non-Chicana/o Studies majors and minors to issues relating to the lives of people of Mexican descent.

The second idea is already partially implemented: the Chicana/o Studies program as a whole underscores the importance of combining the study of and research about Mexican Americans with the study and

FACULTY PROFILE



MONICA WHEELER

Paula Moya

Associate Professor, Department of English

Laughter, energy and ease fill the room during a conversation with Paula Moya. She is not only an efficient and engaged researcher and writer, but one of the most successful young Stanford faculty affiliated with CCSRE. Paula Moya took Stanford by storm: She began her teaching career as an assistant professor in Stanford's English Department in 1996 while still working on her Ph.D. Two years later, she finished her degree in English from Cornell University. On January 1, 2002, she received tenure. Today, Paula Moya is engaged in many trades: She is not only an associate professor in the Department of English, but one by courtesy appointment in the Department of Spanish and Portuguese. Her research interests lie in Chicana/o cultural studies and feminist theory.

Paula Moya has been engaged with CCSRE (which she calls her intellectual home) since 1998. With an interest in race and identity she is at the right place at the Center, which offers an interdisciplinary and comparative exchange that has always attracted her. The opportunity to learn about and discuss issues like race and identity with colleagues from the Social Sciences and from other fields in the Humanities has enriched and inspired Moya's own work. It is not only the intellectual stimulation, but the personal support and interest from fellow affiliates that is important to her.

Paula Moya has written essays on Chicana feminism, feminist theory and the epistemic significance of minority perspectives. Two years ago, she co-edited a book with Michael R. Hames-Garcia *Reclaiming Identity: Realist Theory and the Predicament of Post-modernism* (University of California Press, 2000). The theme of the book inspired Moya and three fellow researchers to develop a series of symposia and conferences titled "The Future of Minority Studies." These events are part of an ongoing research project that is carried out at several universities on the East and West coasts. Moya's own book *Learning from Experience: Minority Identities, Multicultural Struggles* (University of California Press, 2002) is the middle-of-the-road approach between extentionalist and constructivist approaches to identity. A Ford Fellowship and other grants in conjunction with CCSRE enabled her to finish it.

While her latest book has just been published, Moya is already working on her next project, which will look at the trope of the family in Latina/o cultural productions. Moya plans to include some of her teaching in this new project. Therefore, her course "Introduction to Chicana/o Literary Culture" will focus on the family. Though she will be busy with her new duties as the director of the CSRE program, she will teach two courses next year "Women Writers of Color" and "Growing up in America" as well as supervise students' honor theses.

Looking back at her own very productive and fruitful relationship with CCSRE, Paula Moya sees one of her goals as the director of the CSRE undergraduate program to be raising awareness about the Center and its programs among the faculty in the Humanities. This would bring, she thinks, another side to the comparative and interdisciplinary work of the Center. ■



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Chicana/o Studies Director Renato Rosaldo

practice of community activism. Ideally, this shift would encourage more students in the future to pursue graduate studies and dissertation work in Chicana/o studies.

Two steps in this general direction have already been taken this year: In Winter quarter students organized and ran a 3-unit course entitled "Chicana/o Politics and Activism." This course provided an overview of Chicana/o politics and activism in the United States from such issues as the United Farm Workers' Union, the role of Chicana activists, voting rights and educational strategies. In addition, the Chicana/o Studies program invited the South Texan activist Jose Angel Gutierrez, the author of *La Raza Unida: the Making of a Chicano Militant* to speak at Stanford in March. Gutierrez was a Chicana/o movement leader in the sixties and seventies and the founder of the Raza Unida party. Today Gutierrez is an associate professor in the Political Science Department at the University of Texas, Arlington.

As part of its core curriculum, the program offered "Introduction to Chicana/o Studies" this year. Professor Pedro Castillo, a council member of the National Endowment for the Humanities, a professor of History, and the founding co-director of the Chicano/Latino Research Center at UC Santa Cruz, taught this course.

Professor Yvonne Yarbro-Bejarano (Spanish and Portuguese) will replace Renato Rosaldo as the Chair of the Chicana/o Studies program at the beginning of the 2002–2003 academic year. It will be a return

to this position for Yvonne Yarbro-Bejarano. With her as the chair of Chicana/o Studies and Professor Paula Moya as the new director of the CSRE undergraduate programs, two Chicana women will be in leadership positions at CCSRE next year. ■

Comparative Studies in Race and Ethnicity (CSRE)

Stanford University is widely regarded as a leader in the field of comparative, interdisciplinary studies of race and ethnicity. This leadership is aptly reflected in the innovative curriculum offered through the undergraduate teaching Program in Comparative Studies in Race and Ethnicity. Among the several majors/minors within the CSRE program, the major in Comparative Studies in Race and Ethnicity is the largest. Unlike the other majors, which are group specific, Comparative Studies does not focus on one particular ethnic group. Rather, students in this major and minor must design their curriculum around broader perspectives that compare various ethnic groups or they may explore themes or topics that cut across group experiences in the United States and elsewhere in the world.

The aim of the Comparative Studies major/minor is to develop the capability of undergraduates to understand the complexity and diversity of ethnic group experiences in various societies. The

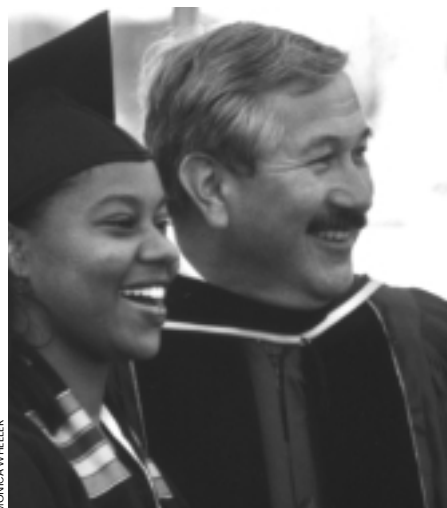
students themselves reflect this diversity, as a large percentage claim biracial and multiracial backgrounds.

As of Spring quarter 2002, Comparative Studies enrolled 62 declared majors and 8 minors. To manage the growing number of students and to pilot a new peer-advising system, small groups of students were organized into clusters under the guidance of a newly appointed Graduate Advising Associate, Gina Marie Pitti (Ph.D. candidate in History). These groups were organized based on students' thematic major concentrations (e.g., "Race and Education," "Identity and Representation," "Rights, Social Reform and Social Movements"). These cluster groups not only help foster peer advising between older and younger students, but they also help to develop a sense of intellectual and social community among students.

Students in Comparative Studies participate in the many opportunities and activities sponsored by the CSRE Program. Among these are quarterly lunches that allow students from the various majors to get to know each other outside of the classroom. Every quarter students are encouraged to attend the program's career workshops, events where students can learn directly from a variety of professionals working in many different careers.

Though the Comparative Studies major is still relatively new, it has a growing list of alumni. Many of them have gone on to a wide variety of post-graduate degree programs in law and medicine, public policy, and public health. Others have opted instead to work in public policy institutes or in non-profit organizations including community based organizations and labor unions. A number of alumni also teach in public elementary and high schools.

Al Camarillo (History), the founding director of the CSRE Program and chair of the Comparative Studies major, will step down at the end of this academic year. Paula Moya, associate professor in the Department of English, has been named the new program director and chair of the major; she will assume the directorship as of September 1, 2002. Camarillo believes that the CSRE program represents the second generation of ethnic studies because of its emphasis



MONICA WHEELER

CSRE Director Al Camarillo with graduate Leah Jackson

on comparative dimensions of ethnicity and race both within the U.S. and abroad. Camarillo's pioneering scholarship and teaching, and his desire to create something new and dynamic, has helped to lay the foundation for an innovative and exciting curricular program for undergraduates.

CSRE FOCUS HOUSE

This year, the CSRE undergraduate program began an affiliation with Murray House, a dorm that serves as a focus house for the CSRE Program. Murray House seeks to increase the academic understanding of issues of race and ethnicity through a residential education program. One third of the students in the dorm are priority residents who commit to actively support the educational theme. This past April, Murray House held its first Diversity Fest 2002. Devoted to the celebration and acknowledgement of different cultural traditions, the event distinguished itself from similar multicultural events at Stanford in that it was the culmination of a range of projects discussed by students throughout the year including such topics as race and law in America, family issues in Polynesia, food stereotypes, and interracial gay dating. ■

Taube Center for Jewish Studies

Thanks to the generosity of a \$ 2.5 million grant from Tad Taube (M.S. '57), the head of the Taube Family Foundation, and a matching grant from the Hewlett Foundation, a permanent center for Jewish Studies at Stanford University was established in Fall 2001. Bearing the Taube name, the Center is the first endowed and named center in Stanford's School of Humanities and Social Sciences. Devoted to the study and research of Jewish history, literature, language, religion and politics, the Taube Center is a vibrant pioneer/premier program in the country. Through its work, the Center aims to establish productive contacts with Jewish academic and intellectual centers throughout the world.

Unlike fellow ethnic programs under the umbrella of CCSRE, the Taube Center offers both undergraduate and graduate education. A minor and an honors program in Jewish Studies allow undergraduates to study all facets of the Jewish experience. Currently five undergraduate students, including one honors student, are enrolled as a minor in Jewish studies. While the Taube Center does not offer majors, students can design a major in Jewish Studies with the Undergraduate Advising Center as was done by one student this academic year.

In addition to the six undergraduate students, about 20 graduate students do research in conjunction with the Taube Center. Fifteen of these students receive funding from the Center for their academic work. Currently, sixteen Stanford faculty members are on the Center's academic advisory board, and an additional number of faculty cross-list their graduate and undergraduate courses with the Taube Center.

While the Center focuses on the study and research of Judaism past and present, it also serves as a research institution and as a research coordination agency. The Center sponsors the research of faculty and graduate students. It stimulates and promotes academic exchange among and beyond Stanford's academic community through its lectures, colloquia and seminars as well as through a tri-annually published journal *Jewish Social Studies: History, Culture and Society*.

Five endowed lectures and conferences bring distinguished scholars to campus each year. The Taube Center also facilitates many ongoing colloquia and symposia for interested Stanford faculty and students. The most important event this academic year was the official inauguration of the Center in conjunction with the conference, "The State of Jewish Studies in America: A Retrospective," held on April 28, 2002.

Despite its orientation on research and academic exchange, there is one important non-academic aspect to the Center's work. The Taube Center not only targets academics and experts in the field of Jewish studies but also plays a vital role in the intellectual life of the Bay area's Jewish community.

All events at the Center are open to the public and, consequently, attract a wider, non-academic audience, which often make up the majority of the attendees at Taube Center events.

Native American Studies (NAS)

The Native American Studies program reports two major changes for this academic year. First, NAS welcomed Michael Wilcox, a new assistant professor in the Department of Cultural and Social Anthropology to its ranks. And, at the end of this academic year, Professor C. Matthew Snipp (Sociology), who served as the NAS director for four years stepped down; Professor Teresa LaFromboise (Education) will head the program next year.

The program's new professor, Michael Wilcox, received his Ph.D. in archeology at Harvard University. His arrival brings the number of faculty teaching in conjunction with the NAS to a total of four. Wilcox joins current faculty Teresa LaFromboise, C. Matthew Snipp and Richard White (History). In addition, Elizabeth Castle, Sharon Nelson-Barber and Stephanie Fryberg (Psychology) served as NAS 2001-2002 lecturers.

The NAS program is relatively small but very active. It has currently five majors and five minors. This year 77 students took classes offered in conjunction with the program. Undergraduate courses included: "American Indian Psychology and American



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NAS Director Matthew Snipp with graduate April Day

Alternative Spring Break Trip to Mescalero Apache Reservation

Junior Felicia Frizzell (Human biology) and senior Travis Helms (NAS) organized and led an Alternative Spring Break trip to the Mescalero Apache Reservation in New Mexico. NAS and other Stanford organizations co-sponsored this excursion with the goal to acquaint Stanford students and the Mescalero people with each other and to promote cultural exchange and learning between both groups. Twelve students from diverse backgrounds and their two leaders participated.

The trip's preparation began with a class in Fall quarter for prospective trip leaders, which both Frizzell and Helms attended. In Winter quarter, a discussion group of prospective participants met once weekly to learn about Native American and Mescalero issues as well as the application process for the trip. While the atmosphere at these discussion meetings was rather reserved and polite, the group livened up during the stay at the reservation. The Mescalero people received the Stanford visitors with overwhelming hospitality and friendship. The community housed, fed and entertained the students.

The twelve student visitors acquainted themselves with economic enterprise of the community, The Mescalero Enterprise, which includes the Casino Apache, The Inn of the Mountain Gods and Ski Apache. They also learned about Mescalero history and culture during their visit to the St. Joseph's Apache Mission restoration project and to White Tail, a historical site of the Mescalero people. The students also met with tribal elders and other community members; they talked to a medicine man, listened to a storyteller, and received an Apache language lesson from Mescalero students. Each student spent one night with a Mescalero family; they also slept in a teepee and attended a traditional smoke ceremony.

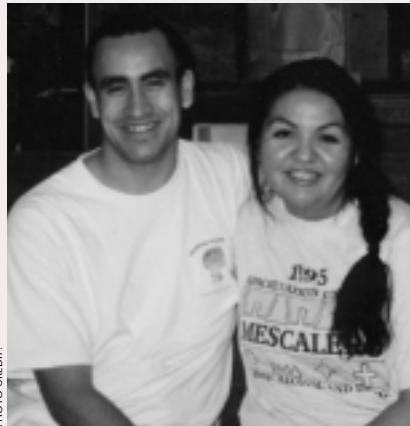


PHOTO CREDIT:

Travis Helms and Felicia Frizzell

In return, the Stanford group participated in a variety of community service activities, which included two college and scholarship application workshops, at the Mescalero high school and a neighboring high school, which about one hundred students attended. In addition, the visitors worked at two Headstart locations on the reservation and helped the Mescalero Boys and Girls Club to create a community time capsule. They also awarded travel grants (which they raised in preparation for their trip) to attend Stanford's annual powwow to the three winners of an essay contest among Mescalero high school students.

For Felicia Frizzell, the trip was a homecoming to the place where she had grown up. "As the organizer and trip leader," she says, "I have learned a lot about me, my people, and the Stanford group. Above all, I learned how much my (and Travis's) work was appreciated in the community." After graduating from Stanford next year, Felicia Frizzell plans to become a physician and return to New Mexico to work close to her people. In the meantime, she works once a week at the Indian Health clinic in San José and studies health issues of urban American Indians. Travis Helms graduated this year with a B.A. in Native American Studies. He will work in the Bay Area. ■

Indian Identity: A Social Approach" (Fryberg); "The History of Native Americans in the 20th Century" (Castle); "Language, Culture, and Education in Native North America" (Nelson-Barber); and "Native Americans in the 21st Century: Exploring Sovereignty, Identity, and Narratives of Native Peoples" (Wilcox). Professor Snipp taught "The Stanford Introductory Seminar: Understanding the Significance of Race and Ethnicity in America" and a course entitled "American Indians in Contemporary Society."

Some of these NAS courses go beyond the academic world and have very practical implications. This year, for example, four students received Directed Study credit for tutoring Indian children at the Indian Health Clinic in San José. Freshman Shyla Sheppard coordinates this tutorial project.

During spring break, a group of students led by junior Felicia Frizzell (Human Biology) and senior Travis Helms (NAS) went to the Mescalero Apache Reservation in New Mexico. The excursion was devoted to learning about the Apache culture, history and economic situation, community service and promoting cross-cultural exchange. (See also article on the Alternative Spring Break Trip.)

An inspirational experience for students with indigenous roots was at the center of a trip to Alcatraz Island in October 2001. Members of Elizabeth Castle's Native American History class, the Stanford American Indian Organization, and the Muwekma-Tah-Ruk House Seminar took a field trip to the infamous island in the San Francisco Bay to explore American Indian history. Madonna Thunderhawk, an activist from South Dakota led the expedition. She was one of the leaders during the occupation of the island by members of different American Indian tribes from November 1969 to June 1971. On the expedition, the students learned about the history of the island, about the daily activities during the occupation, and about the empowering effects that grass-roots movements have had on Native American communities. Ms. Thunderhawk also pointed out the many parallels between the social movement in the 1960s and 1970s and current efforts for American Indian sovereignty and land rights. NAS co-sponsored this trip. ■

S T U D E N T P R O F I L E



MONICA WHEELER

Brook Hooper

CSRE Graduate

Brook Hooper graduated in June but will not leave Stanford. Instead, she will spend the next year working on her Masters Degree in Education and a California Teaching Credential as a co-term in the School of Education's STEP program (Stanford Teacher Education Program).

Hooper had an impressive research agenda while she was an undergraduate in the

CSRE program. Throughout her undergraduate career, she worked on several research projects and received two grants to work as a case manager at the Haven Family House, a resident shelter in Menlo Park, in the summer of her sophomore year. The following summer, Hooper spent in Bangalor/ India where she worked with the Belaku-Trust, a non-profit health organization, to develop a sex education program for adolescent boys and girls in villages of the region.

The very outspoken and passionate student came to Stanford with an interest in multi-cultural issues and the question of how social institutions like family, child and health services shape cultural and ethnic identities. Hooper became aware of the CSRE undergraduate program early on in her studies, when she took a Freshman Seminar with Professor Hazel Markus, and declared it her major in her sophomore year; later she added a minor in psychology.

The CSRE program became her intellectual home. She was initially attracted to the Center by its interdisciplinary approach to social issues from a variety of different perspectives. CCSRE's various programs and resources facilitated, in Hooper's opinion, not only her own interests but seemed student-centered. Thus, Hooper received a lot of personal attention and support from the faculty and affiliates working with the CSRE program. Above all, Hooper was able to participate in "big research projects" like the Stanford Integrated Schools Project, funded by the Russell Sage Foundation, where she was an undergraduate research assistant.

Her plans for the future? One day, Brook muses, when she is forty or so, she wants to found her own non-profit organization. In the near future, after completing STEP, she will work as an English teacher in inner-city middle schools for some years—as she puts it—"work on the ground level" before returning to graduate school in social work or clinical psychology. ■

On Tuesday, May 21, 2002 in the Frances C. Arrillaga Alumni Center, the Comparative Studies in Race and Ethnicity Program received the *2002 Outstanding Major Advising Department Award*. The annual award is presented by the Undergraduate Advising Center and determined by the feedback and nominations they receive from undergraduate students.

UNDERGRADUATE OPPORTUNITIES**Stanford in Washington (SIW)**

The CSRE/SIW provides an opportunity for qualified undergraduate students to spend a quarter in Washington and participate in seminars, theme tutorials, internships, and cultural activities in the nation's capital. The weekly seminars taught by Stanford faculty members incorporate frequent guest speakers that include journalists, researchers, members of Congress, Supreme Court Justices and other policy makers from the Washington community. A mini-seminar series on "Race and American Public Policies" is offered by CSRE affiliated faculty. The tutorials bring small groups of students together to study such topics as civil rights, international environmental policy, education policy, and foreign policy. The highlight for many students is the opportunity for full-time policy-oriented internships in a government agency or non-profit organization. Special tours of the White House, the Capital and the Library of Congress are also available to students as well as the chance to hear oral arguments at the Supreme Court. These CSRE majors participated in the 2000–2002 SIW: Maria Camacho, Malia Villegas, Shannon Ashford, Rita Rico, Gabriela Rico, Michelle Leung (minor in Asian American Studies). ■

CSRE Public Policy/ Leadership Institute (PPI)

Thanks to the generous support of the James Irvine Foundation, CSRE sponsored its fourth annual Public Policy/ Leadership Institute (PPI) September 2-14, 2001. Designed as a program to help train the next generation of leaders in California, the PPI combines a policy-focused curriculum with the exposure of student participants to professionals in a variety of policy and academic positions. The two-week long residence-based program provides students with new perspectives on developing effective leadership in a multicultural democracy and helps foster an intellectual and social community among the participants.

The students traveled to Sacramento to meet state policy makers, legislative staff

THE ANNUAL ERNESTO GALARZA COMMEMORATIVE LECTURE



L.A. CIGER/STANFORD UNIVERSITY NEWS SERVICE

José Padilla (left), head of the California Rural Legal Assistance, Inc., gave the Ernesto Galarza Commemorative Lecture on May 11th, 2001.



L.A. CIGER/STANFORD UNIVERSITY NEWS SERVICE

Dolores Huerta (right), Co-founder and Vice-President Emeritus of the United Farm Workers of America, ALF-CIO, listened as Professor Al Camarillo introduced her for the 17th Annual Ernesto Galarza Commemorative Lecture on Friday, May 17, 2002 at the Francis C. Arrillaga Alumni Center.

members, and policy administrators, all of whom discussed current legislation and legislative strategy. Many legislative staff members were Stanford alumni who developed careers in state government. These staff members reflected on how their own studies contributed to their career advancement.

Political Science Professor Luis Fraga, Graduate Student Assistant/Coordinator Ricardo Ramirez, and other guest speakers taught the seminars. Eight different policy topics formed the organization of these seminars: public policy in a multicultural state, educational access and language, rural communities and policy issues, welfare reform, educational opportunity, voting rights, political participation, and conflict, consensus and American democracy.

Participants of the 2001 Institute included: Gabriel Dominguez (CSRE & Spanish), Robert Fernandez (Political Science, CSRE minor), Sena Hare (NAS, Art History minor), Travis Helms (NAS), Richard Kim (AAS), Brian Laing (Biological Science, CSRE minor), Michelle Leung (Political Science, AAS minor), Jennifer Marshall (CSRE & Sociology), Ximena Martinez (CSRE & Political Science), Terri Mosqueda

(Political Science), Anthony Ocampo (CSRE & Spanish, Psychology minor), Olivia Para (CSRE, History minor), Leela Young (Urban Studies, Latin American Studies minor). ■

CSRE Summer Internship Program 2001

The summer internship program links 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 interns are required to arrange their own placements for the eight-week program and receive a stipend to help offset the loss of summer earnings. Students must make a compelling case that their proposed summer internships are a logical extension of their curricular program as CSRE-related majors. Funding from the James Irvine Foundation supports this summer program.

Ernest Bustamante (Comparative Studies) worked as an intern at the Labor Council for Latin American Advancement (LCLAA) in Washington, D.C. The Labor Council is a national advocacy organization for Hispanic union members in the United

States and Puerto Rico. LCLAA's primary goal is to advance the social and economic needs of Hispanic working families through education and organizing. Ernest's major responsibility was writing a position paper on NAFTA and its effect on women working in *maquiladoras*. His responsibilities included conducting historical research and interviews, doing data analysis from interviews with *maquiladora* workers, organizing and implementing a press conference on Capitol Hill about Fast Track, and writing articles for LCLAA's quarterly newsletter.

Lavanya Chekuru (Comparative Studies) worked as an intern for Radical Women traveling throughout major cities in the United States. Radical Women is an international socialist feminist organization dedicated to building women's leadership; its members have been an active part of the women's, people of color, lesbian and gay, disabled, labor, immigrant, and other progressive movements since their founding in 1967. Lavanya's responsibilities included visiting organizations and bookstores throughout the country to promote the sale of a recent publication of *The Radical Women Manifesto*. She also conducted a survey of social justice organizations by interviewing community organizers, visiting community organizations, and photographing different modes of resistance in urban areas.

Cheryl Gladstone (Urban Studies) was an intern in the Office of Private Ferry Operations for the Department of Transportation in New York City. The mission of the Department of Transportation is to provide for the safe, efficient and environmentally responsible movement of people and goods in the City of New York and to maintain and enhance the transportation infrastructure crucial to the economic vitality and quality of life of their primary customers, City residents. Cheryl's responsibilities included evaluating the feasibility of creating a pier near John F. Kennedy International Airport, studying overall ferry rider-ship patterns, analyzing and reinventing the passenger database file, creating a new ferry schedule, and assessing current architectural and passenger flow issues in the newly completed pier.



Sena Hare (Native American Studies) worked as part of a legal representative team for Southern Minnesota Regional Legal Services in St. Paul, Minnesota. The law offices of the Legal Services handle Indian Child Welfare Act cases in Juvenile and Family Court. These cases are handled on behalf of Native American children who are being removed from their homes. Sena's duties included attending and taking notes during court cases, meeting and maintaining contact with clients, preparing affidavits or statements from the clients, contacting different services for clients, and gathering case histories. She also served as an assistant to the attorney during trial.

Brook Hooper (Comparative Studies) was an intern for the Belaku Trust in Bangalore, India. The Belaku Trust is a non-governmental agency working in rural Karnataka outside of Bangalore to provide health education, health-related interventions, and empowerment to rural women and girls. The agency carries out research studies to learn how to better serve local populations, provide health education, start income generating programs and encourage community problem solving and cooperation in addressing local health needs. Brook's responsibilities included creating a curriculum for sexual and reproductive health education in the rural villages, organizing the health library, generating questions for a health survey, compiling a training guide for field workers doing health presentations, and leading four workshops on reproductive and sexual health for field workers. She was also responsible for following and supervising the cases of two clients in the hospital.

Katrina Logan (African and African American Studies) worked with a team of interns at the Liberation Summer Project in Selma, Alabama. The Project brings interns from around the country to spend eight weeks of their summer living and working in a communal atmosphere in Selma, the heart of the black belt south. LSP was born out of the spirit of the Freedom Summer of 1964 when the Student Nonviolent Coordinating Committee (SNCC) mobilized student activists from across the country and sent them into the South to battle for freedom and equality. Katrina's responsibilities included organizing daily

schedules, planning events and group meetings, putting together presentations, and participating in political education. She made presentations to increase awareness about HIV/AIDS, participated in a teach-in about fair housing issues in Selma, and canvassed the housing complexes in Selma with information about loan eligibility, tenants' rights and fair housing practices.

Ximena Martinez (Comparative Studies) served as an Air Resources Board representative in Wilmington, California. The California Air Resources Board's (ARB) mission is to promote and protect public health, welfare and ecological resources through the effective and efficient reduction of air pollutants while recognizing and considering the effects on the economy of the state. Ximena's responsibilities included community outreach, conducting surveys, attending community meetings and networking with different organizations, compiling lists of contact information, and communicating with the ARB representatives in Sacramento. Ximena also conducted Internet research and two field studies in the Wilmington area.

Willow Miller-Young (Comparative Studies) worked as an intern with the Skykomish Valley Title IX Indian Education program in Monroe, Washington. The program provides cultural enrichment programs, academic support through tutoring, a resource center, and cultural outreach programs for the at-home native communities of the two school districts. Willow's responsibilities included serving as the coordinator of the program for the duration of her internship, organizing meetings with members, working on special projects, and planning workshops. Willow wrote a brief history of tipis, requested donation work from local businesses, wrote newsletters, organized the first Title IX powwow committee meeting, and applied for grants.

Jasmin Minaya (African and African American Studies—Minor) worked as an intern for the Latino Commission on AIDS in New York City. The Commission is a non-profit membership organization dedicated to improving and expanding AIDS prevention, research, treatment and other services in the Latino community through

organizing, education, program support and training. Jasmin's main responsibility was working on a project to educate Latinos of diverse faiths about HIV/AIDS prevention in their communities. She attended community meetings, gathered contact information, prepared information packets in English and Spanish, hosted health fairs, and made presentations on how to prevent infection.

Rita Rico (Comparative Studies) worked as an intern in the Office of Research, Advocacy, and Legislation for the National Council of La Raza (NCLR) in Washington, D.C. The Council is a private, nonprofit, nonpartisan, tax-exempt organization established in 1968 to reduce poverty and discrimination, and improve life opportunities for Hispanic Americans. Rita's responsibilities included responding to data requests from NCLR staff and people outside the organization, completing two articles for the NCLR Agenda newsletter, assisting policy analysts in advocacy campaigns, attending coalition meetings, conducting research on ENDA (Employment Non-Discrimination Act) and the Equal Protection of Voting Rights Act, and preparing and disseminating action alerts to affiliates and letters to Congress on legislation. She also helped organize the Annual Conference.

Mario Trigueros (Comparative Studies) worked as an intern for Coleman Advocates in San Francisco, CA. It is the mission of Coleman Advocates for Children and Youth to voice the concerns of children, youth and families and to enable them to become effective leaders and advocates in their communities. The goal of Coleman Advocates is to expand the participation of children, youth and families in the political process and to make San Francisco a city where issues facing children and youth are made a high priority, where adequate resources are made available, and where families thrive. Mario's main responsibility was to support and advise Youth Making a Change, a youth-led action group committed to ameliorating the lives of young people in the Bay Area. He assisted the youth in their campaigns, provided suggestions for political strategies and structuring ideas and goals, provided training for the youth, and ensured that the environment was conducive to youth empowerment. ■



MONICA WHEELER

Class of 2001

COMMENCEMENT

CSRE Degree Candidates 2000–2001

A.B., Asian American Studies

Michelle Remie Watts (with Honors)

Minor in Asian American Studies

Lindsay Rene Gervacio (Major–Human Biology)

Joy Hsu (Major–Linguistics)

Pei-han Peggy Lo (Major–Psychology)

A.B., Chicana/o Studies

Sarah Lorena Monroy (with Honors; and Spanish)

Lorraine Florence Palacios (and Public Policy)

Celina Duran Ramirez (with Honors; and Minor–Spanish)

José Luis Saldivar (with Honors in Education)

Minor in Chicana/o Studies

Tiana Joi Murillo (Major–Political Science)

A.B., Comparative Studies in Race and Ethnicity

Olajode Olukemi Akinwale

Sterling McMicking Boyd (with Honors; and Political Science)

Maria Luisa Josefina Camacho (Minor–Urban Studies)

Elena Conte (and Spanish with Honors in Latin American Studies; Minor–Human Biology)

Carolyn Goh (Minor–Human Biology)

Xochiquetzal Gonzalez (with Honors; and Latin American Studies; Minor–Cultural and Social Anthropology)

Martha Logan Hagemeister (with Honors; and Minor–Italian)

Daniel Bill Hsia (Minor–Human Biology)

Keaton Hubbert (Minor–International Relations)

Marcello Isaac, Jr.

Stephanie Alison Kehrer (with Honors; and History)

Abigail Ruth Elizabeth Kramer (with Honors)

Mao-Chi Shaw San Liu

Jennie Park (and English with Honors in English)

Pedro Villela Toledo (and Cultural and Social Anthropology with Honors in Anthropology)

Sarah Sachiko Martin Townsend (with Honors; and Psychology)

Malia Villegas (and Political Science)

Minor in Comparative Studies in Race and Ethnicity

Jackie S. Chung (Major–Economics)

Nadia Johnson (Major–History)

Eddiemae Sylvia Jukes (Major–Communication)

Maria Lolita Ragon Vasquez (Major–International Relations)

A.B., Native American Studies

LaNita Rose Matthew (and Psychology)

A.B., African and African American Studies

Dionne Dakia Hill (and Political Science)

Melody Ko Peterson (and Political Science)

Akua Layla Searcy (with Honors)

B.A.S., African and African American Studies

Abel Hailu Bogale (and Biological Sciences)

Meseret Senaite Mitiku (and Biological Sciences)

Minor in African and African American Studies

Saba Priscilla Bireda (Major–English and Political Science)

Brian Jonas Carter (Major–History)

Daniel W. Coleman (Major–Computer Science)

Kelly Nicole Garrett (Major–Psychology)

Danielle Christon Jenkins (Major–Human Biology)

Alexis Kate Kaminsky (Major–Urban Studies)

Solome Lemma (Major–International Relations)

Carmella Lena Schaecher (Major–History)

Masud Shakir Shamsid-Deen (Major–History)

Shelley Robyn Solomon (Major–Biological Sciences)

Kimberly Tinsley (Major–Psychology)

Ekene Ifeyinwa Uzoigwe (Major–Biological Sciences)

Ayaba Gbeye Worjolah (Major–Human Biology)

Jennifer Kafui Yador (Major–Psychology)

A.B., Individually Designed Major, Jewish Studies

Yoav Schlesinger (Minor–Political Science)

University and Other Awards 2001

Robert M. Golden Award for Excellence in the Humanities and Creative Arts

Stephanie Kehrer (CSRE and History).

CSRE Honors: *The Identity Dilemma: Education, Identity and the Legacy of Guest Worker Programs; The Case of Turkish-German and Mexican-American Youth.* Advisor: Guadalupe Valdés, Education/ Spanish and Portuguese

The Michelle Zimbalist Rosaldo Social Science Thesis Prize

Celina Ramirez (Chicana/o Studies; Minor–Spanish). Chicana/o Studies Honors: “I Get Attached Too Easily”: *Latina Adolescents and Romantic Relationships.* Advisor: Yvonne Yarbrow-Bejarano, Spanish)

Hoefler Prize for Excellence in Undergraduate Writing

Stephanie Kehrer (CSRE)

The J.E. Wallace Sterling Award

Malia Villegas (CSRE)

The Ernesto Galarza Commemorative Lecture Prize for Excellence in Research

Celina Ramirez (Chicana/o Studies, Minor–Spanish)



MONICA WHEELER

Class of 2002

The Arturo Islas, Jr. Prize

Celina Ramirez (Chicana/o Studies, Minor-Spanish)

**Senior Award for Academic Excellence—
Vice Provost for Undergraduate
Education and El Centro Chicano**

Celina Ramirez (Chicana/o Studies)

**Senior Awards for Honor Research—
Vice Provost for Undergraduate
Education and El Centro Chicano**

Celina Ramirez (Chicana/o Studies)

José Luis Saldivar (Chicana/o Studies,
Minor-Spanish)

CSRE Prizes and Awards 2001**CSRE Senior Papers Prizes**

Shaw San Liu, *The Zapatista Rebellion and
the Struggle for Indigenous Rights.*

Advisor: Clayborne Carson, History

Dan Hsia, *An Unique Perspective: Asian
American Views on Affirmative Action in the
Debate Over Proposition 209.*

Advisor: Luis Fraga, Political Science

CSRE Senior Honors Theses Prizes

Sterling Boyd, *Race and Presidential Politics:*

*An Analysis of Compassionate Conservatism
and the Changing Impact of Race.*

Advisor: Luis Fraga, Political Science

Sarah Townsend, *Standing in the Margins: The
Content and Nature of Biracial Identity.*

Advisor: Hazel Rose Markus, Psychology

Chicana/o Studies Achievement Award

José Luis Saldivar, Chicana/o Studies ■

**CSRE Degree Candidates
2001–2002****Minor in Asian American Studies**

Joy Lee (Major-Comparative Studies in
Race and Ethnicity)

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

Adrian Aguilera (and Psychology with
Honors in Psychology)

Pamela Anne Albert (with Honors; Minor-
Native American Studies)

Shannon Monique Ashford (with Honors;
and Political Science)

Ellen Rachel Bradley

Ernesto Carbajal Bustamante (with
Honors; and Political Science; Secondary
Major-Chicana/o Studies)

Nolan León Cabrera (with Honors)

Rodolfo Estrada (Minor-Latin American
Studies and Spanish)

Mark Lesley Hassell

Brook Lindsay Hooper (Minor-Psychology)

Irene Hsu

Leah Cherice Jackson (Minor-Psychology)

Joy Lee (Minor-Asian American Studies and
Psychology)

Vanessa Lopez (Minor-Spanish)

Jennifer Lauren Marshall (and Sociology)

Olivia Imelda Para (with Honors)

Rita Alicia Buck Rico (with Honors in Latin
American Studies)

Joel Sanchez Sangria (and Economics)

Mario Michael Trigueros (with Honors)

**Minor in Comparative Studies in Race
and Ethnicity**

Anthony Chiu (Major-Economics; Minor-
Psychology)

Brian Yoshio Laing (Major-Biological
Sciences)

Tatuye Topa Najin Win Means (Major-
Environmental Engineering)

Cursha Nkoyo Pierce (Major-
Communication)

A.B., Native American Studies

April Day (with Honors; and Japanese)

Wendy Greyeyes (with Honors)

Thomasina Hare (with Honors; Minor-
Sociology)

Travis Wayne Helms

Minor in Native American Studies

Pamela Anne Albert (Major-Comparative
Studies in Race and Ethnicity)

Chelsea Brie Cannon (Major-History)

Valerie Martha Siow (Major-American
Studies)

Vanessa Gwen Vandever (Major-Political
Science)

**A.B., African and African American
Studies**

Jerri Kamaria Kay (and Political Science)

Christopher Randolph Maloney (with
Honors; and Economics)

Kimberly Nicole Melton (with Honors;
Minor-Communication)

Andrene Letecia Smith (and Political
Science)

Seraphina Cabral Uludong (with Honors)

**Minor in African and African American
Studies**

Brian Sylvester Allen (Major-Political
Science)

Lukeythia Alice Bastardi (Major-
Psychology)

Channa Mae Cook (Major-English)

Heather Martine Littlejohn (Major-Political
Science)

Jasmin Antonia Minaya (Major-Human
Biology)

Karen Elizabeth Tisdale (Major-Mechanical
Engineering)

**Individually Designed Minor, Jewish
Studies**

Rachel Meisels (Major-Drama)

Daniel Schaefer (Major-History)

University and Other Awards 2002

John W. Gardner Public Service Fellowship Program

Christopher Randolph Maloney (African and African American Studies)

Jerry I. Porras Award for Visionary Leadership

Rita Alicia Buck Rico (CSRE)

Ernesto Galarza Commemorative Lecture Prize for Excellence in Research

Ernesto Carbajal Bustamante (CSRE)

Senior Awards for Academic Excellence—

Vice Provost for Undergraduate Education and El Centro Chicano

Rodolfo Estrada (CSRE)

Olivia Imelda Para (CSRE)

Rita Alicia Buck Rico (CSRE)

Mario Michael Trigueros (CSRE)

Senior Awards for Honors Research— Vice Provost for Undergraduate Education and El Centro Chicano

Adrian Aguilera (CSRE)

Ernesto Carbajal Bustamante (CSRE)

Nolan Cabrera (CSRE)

Rita Alicia Buck Rico (CSRE)

Mario Michael Trigueros (CSRE)

CSRE Prizes and Awards 2002

CSRE Senior Paper Prize

Irene Hsu, *A Historical Perspective on Anti-American Sentiments in the Arab World*.

Advisor: Ahmad Dallal, History

CSRE Senior Honors Theses Prizes

Ernesto Carbajal Bustamante, *The Revolutionary Vanguard of the Mexican People: El Centro de Acción Social Autónomo in the Chicano Movement*.

Advisor: Al Camarillo, History

Christopher Randolph Maloney, *Strike to Change: An Economic History of Labor and Control in Apartheid South Africa, 1922–1994*.

Advisor: David Abernethy, Political Science

Chicana/o Studies Achievement Award

Ernesto Carbajal Bustamante (CSRE) ■

RICSRE Programs & Activities



PAUL DAVIES



DOROTHY STEELE



PAUL DAVIES



PAUL DAVIES

(Clockwise from top left) Jewelle Taylor Gibbs and James Lowell Gibbs at the May 31st Advisory Board Dinner; Stanford faculty members Lucius Barker and Robert Zajonc—“The Social and Cultural Construction of Race and Its Consequences” Research Network participants; Advisory Board Member Margaret L. Andersen, with Hazel Rose Markus and Dorothy Steele at the May 31st Advisory Board Dinner; Hewlett Fellow Tom Pettigrew with Claude Steele at the May 31st Advisory Board Dinner.

The Research Institute of Comparative Studies in Race and Ethnicity (RICSRE) has served as the research arm of CCSRE since 1996. The Institute promotes interdisciplinary and comparative investigation and encourages 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 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. These research programs and projects examine the influence and the role of race and ethnicity on education, employment, housing, immigration, law, and on literature and the arts in the U.S. and other countries. Through research the Institute attempts to address the problem of how to foster a stable, inclusive, democratic society that successfully incorporates diverse people, institutions, cultures, and practices. ■

RICSRE Executive Board

Albert M. Camarillo
Miriam and Peter Haas Centennial Professor
in Public Service (History)

Gordon H. Chang
Associate Professor of History

Karen S. Cook
Ray Lyman Wilbur Professor (Sociology)
Cognizant Dean for the Social Sciences

Harry J. Elam, Jr.
Professor of Drama

George M. Fredrickson
Edgar E. Robinson Professor of United
States History

John T. Jost
Associate Professor of Organizational
Behavior in the Graduate School of Business

Barbara M. Koenig, Ph.D.
Associate Professor (Research) of Medicine
(Pulmonary and Critical Care)

Hazel Rose Markus
Davis-Brack Professor in the Behavioral
Sciences (Psychology)

Paula M. L. Moya
Associate Professor of English and,
by courtesy, of Spanish and Portuguese

Norman M. Naimark
Robert and Florence McDonnell Professor
of Eastern European Studies; Senior Fellow,
by courtesy, at the Institute for International
Studies and the Hoover Institution

John R. Rickford
Martin Luther King, Jr., Centennial Professor
(Linguistics)

Claude M. Steele
Lucie Stern Professor in the Social Sciences
(Psychology)

Dorothy M. Steele
Associate Director of the Research Institute
of Comparative Studies in Race and
Ethnicity

Ewart A. C. Thomas
Professor of Psychology

Faculty Seminar Series

First sponsored in 1994 by the Mellon Foundation, the Faculty Seminar Series is CCSRE's longest running program. The 35–40 faculty and graduate students who attend the monthly seminar explore topics related to race and ethnicity in an interdisciplinary and comparative framework. The Series brings Stanford and visiting faculty together to look at themes such as schooling, employment, immigration policies, corporate practices, and representations in literature and the arts. Seminar presentations in 2001–2002 included the following:

Michael Hames-García, Assistant Professor of English, Binghamton University; “(Prison) Literature as Social Praxis and the Question of Values”

John F. Dovidio, Professor of Psychology, Colgate University; “Changing Habits of Mind: Reducing Racial Biases”

R. Richard Banks, Associate Professor of Law, Stanford University; “Discrimination, Equality, and Empirical Studies of Racial Profiling”

David Palumbo-Liu, Professor of Comparative Literature, Stanford University; “Hybridities and Histories: Imaging the Rim”

Albert M. Camarillo, Professor of History, Stanford University; “Black and Brown in Compton: Demographic Change and Ethnic/Race Relations in a South Central Los Angeles Community, 1950–2000”

Kaiping Peng, Professor of Psychology, UC Berkeley; “Culture and Cognition: Making Sense of Sense-making in Everyday Life”

Eduardo Bonilla-Silva, Associate Professor of Sociology, Texas A & M University; “WE ARE ALL AMERICANS!: The Latin Americanization of Race Relations in the USA.”

James Lowell Gibbs, Jr., RICSRE Senior Fellow, Professor of Anthropology Emeritus, Stanford University; “Television and Diversity: The Quantum Leap Model”

Thomas Pettigrew, RICSRE Visiting Fellow, Professor of Psychology Emeritus, UC Santa Cruz; “The Social Science Study of American Race Relations in the 20th Century” ■



April M.W. Young, Director of the Community-University Roundtables Project, and Jennifer L. Eberhardt, Assistant Professor of Psychology.



Research and Program Coordinator Leanne Isaak and
CCSRE Researcher Alejandra Lopez

CCSRE Race and Ethnicity in California: Demographics Report Series

The CCSRE Race and Ethnicity in California: Demographics Report Series is underway, with ten completed issues, several of which are regionally focused. Dr. Alejandra Lopez, CCSRE's demographer, is the author of the report series; its editors are Professors Al Camarillo and Matt Snipp. Launched in Fall 2001, the objective of the series is to document the current social, economic, educational, and demographic status of ethnic and racial minority populations in California. As they become available, Census 2000 data are used to examine racial/ethnic diversity, residential segregation, household and family composition, citizenship, language use, educational attainment, occupation and work status, income, and poverty. Some of the reports also include longitudinal comparisons with census data from 1980 and 1990. Pending time and the availability of data to supplement Census 2000 information, other report topics in the series may include: immigration, political participation, business ownership, and health. The CCSRE Race and Ethnicity in California: Demographics Report Series, made possible by a grant from the James Irvine Foundation, is written for a wide-ranging audience, including researchers, policymakers, community activists, the media, and members of the public. In addition to hard copy dissemination, the series is available on-line at CCSRE's website: www.stanford.edu/dept/csre.

FELLOW PROFILE

Sara Johnson-La O

Post-doctoral Fellow, UC Berkeley

Sara Johnson-La O, a Ph.D. in Comparative Literature, completed her dissertation "The Formation of Pan-Caribbean Consciousness in the Aftermath of the Haitian Revolution" last year. Since Fall 2001, Sara has been a University of California President's Postdoctoral Fellow at UC Berkeley.

Sara Johnson-La O began working with the CSRE program as a Teaching Fellow in 1999–2000 and returned to the Center as a Graduate Dissertation Fellow in 2000–2001. In addition, she acted as the RICSRE graduate programming coordinator, organizing the reading and dissertation groups as well as the forums and other special events for graduate students.

According to Johnson-La O, CCSRE provided not only a tremendous network of intellectual support for her work but allowed her to be part of a stimulating community. Most important to her was the opportunity to exchange work with fellow graduate students and the faculty affiliated with the Center.

Currently, Sara Johnson-La O is working on two projects: a co-editorship of Katherine Dunham's writings and her own book manuscript about networks of communication in the early Americas. After completing her postdoctoral studies in Fall 2003, Sara Johnson-La O will start as an Assistant Professor of Literature of the Americas at UC San Diego. ■

Race and Ethnicity in California: Demographics Report Series

- No. 1 Racial/Ethnic Diversity and Residential Segregation in the San Francisco Bay Area
- No. 2 Households and Families in the San Francisco Bay Area
- No. 3 Households and Families in the Ten Largest Cities of the San Francisco Bay Area
- No. 4 The Two or More Races Population in California
- No. 5 Latino Communities of the Central Valley: Population, Families, and Households
- No. 6 Citizenship and Language Use in California: Profiles from the Census 2000 Supplementary Survey
- No. 7 The Largest American Indian Populations in California: Household and Family Data from the Census 2000
- No. 8 Asians in California: 1990 to 2000
- No. 9 Demographics of California Counties: A Comparison of 1980, 1990, and 2000 Census Data
- No. 10 Middle Eastern Populations in California: Estimates from the Census 2000 Supplementary Survey



George Fredrickson and RICSRE Fellows James Lowell Gibbs Jr., Tom Pettigrew, Jewelle Taylor Gibbs, Herb Leiderman, and Lucius Barker

RICSRE Senior and Visiting Fellows Program

VISITING FELLOWS 2001–2002

Jewelle Taylor Gibbs

*Zellerbach Family Fund Chair in Social Policy, Community Change and Practice Emeritus
University of California at Berkeley*

Thomas F. Pettigrew

*Research Professor of Psychology Emeritus
University of California at Santa Cruz*

The *Visiting Fellows Program* brings outstanding scholars from other universities to Stanford for an extended period of time to pursue the interdisciplinary study of race, ethnicity, and culture. The primary goal of the program is to develop and expand research and scholarship in the areas of race and ethnicity and to provide expertise on topics not already represented among the Stanford faculty. The program will build a national network of scholars who can contribute to the basic and policy-oriented research carried out at RICSRE.

SENIOR FELLOWS 2001–2002

Lucius J. Barker

*William Bennett Munro Professor of Political Science Emeritus
Stanford University*

James Lowell Gibbs, Jr.

*Martin Luther King, Jr. Centennial Professor of Anthropology Emeritus
Stanford University*

P. Herbert Leiderman

*Professor of Psychiatry and Behavioral Science Emeritus
Stanford University School of Medicine*

The *Senior Fellows Program* convenes a small group of Stanford emeritus faculty who, though retired from their full-time academic appointments, maintain an interest in the study of race, ethnicity, and culture. The breadth of knowledge accumulated by emeriti over decades of active scholarship is beneficial to younger faculty and graduate students as they form informal mentoring relationships or collaborate on specific research projects.

As a result of the generous funding by the William and Flora Hewlett Foundation, 2001–2002 was the inaugural year of RICSRE's Senior and Visiting Fellows Program. We are very grateful for the many contributions that our class of Fellows made to the community of scholars at CCSRE. Throughout the year they gave presentations at the different Research Network meetings, at the Faculty Seminar Series, and at some of our many conferences. Two of the Fellows gave University wide talks: Lucius Barker presented a retirement lecture chronicling his experiences as an African American academic and Jewelle Taylor Gibbs gave a career development seminar for women graduate students. The Fellows also shared their knowledge through lectures given in a CCSRE core course "Introduction to Comparative Studies in Race and Ethnicity."

The Senior and Visiting Fellows were housed together with the Graduate Dissertation Fellows in Cypress Hall to facilitate informal exchanges and the development of mentoring relationships. Monthly Fellows Forum meetings provided a structured opportunity to develop a support network among the Fellows. The Forum was also a venue to present research, projects and ideas and get valuable feedback. Other scholars and graduate students were invited to some of the discussions.

Awino Kürth, a graduate student in German Studies and CCSRE's Newsletter and Website Coordinator, helped to ensure that the Fellows were well cared for at Cypress Hall. Dr. Alejandra Lopez, CCSRE's demographer for the "Race and Ethnicity in California Demographics Report Series," was also part of the community at Cypress. ■

FACULTY PROFILE

**R. Richard Banks**

Associate Professor, Stanford Law School

Rick Banks is a scholar with great enthusiasm; he appreciates novelty and enjoys intellectual discussions tremendously. As an academic, Banks does not like to join existing debates, rather he prefers to create new ones. He has an unrelenting interest in exposing and discussing previously unchallenged premises and assumptions, and prefers a multiplicity of perspectives and ways of thinking. This also drives his work as a teacher.

In 2000–2001, Banks received a grant from CCSRE's Junior Faculty Professional Development Project. Beyond his fellowship, Banks is affiliated with CCSRE in many ways. He participates in the *Meanings and Practices of Diversity* and the *Racial Bias in Health Care* faculty networks and has presented at the Faculty Seminar Series. CCSRE offers, in Banks's view, a great opportunity to meet like-minded individuals from very different academic fields and to share research outcomes. To him, the seminars, networks and discussions that CCSRE facilitates, are not only intellectually stimulating and engaging, encouraging new insights, they also allow its participants to reflect on the particularities of their own profession.

Professor Banks teaches courses on race and the law, constitutional law, family law and property; his research focuses on education and employment history. His article "Prediction and Desert, Race and Class: Recalibrating Merit in College Admissions" appeared in the *Georgetown Law Journal* (August 2001). He is also working on issues of constitutional color blindness and racial profiling and has produced two more articles: "The Anatomy of Constitutional Color Blindness: About the Paradoxes of Non-Discrimination" and "Beyond Profiling: An Examination of Empirical Studies of Racial Profiling."

In addition to being a law school professor and affiliate of CCSRE, Banks is the founder and director of the Night School at Stanford Law School as well as the founder of the Bay Area Junior Faculty Forum and a board member of the Family Support Center in East Palo Alto. Professor Banks also serves on the advisory board of the *Harvard Black Letter Law Journal*. ■

Research Networks

Central to the mission of 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 various 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, three 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 three 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. Twenty-seven scholars from ten departments and four schools participate in the network.

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. Nineteen scholars from five departments and five schools comprise the group.

Racial Bias in Health Care is a new network this year and is co-convened by Associate Professor Donald Barr (Sociology) and Assistant Professor Jennifer L. Eberhardt (Psychology). This network proposes to explore issues of racial bias in health care quality and access, making use of an interdisciplinary faculty research group with two specific outcome goals: to identify a research agenda for further exploration of medical bias, and to develop an edited volume of papers addressing medical bias, its causes and effects.

Presentations at the networks during this past year included: Sonya Grier, Associate Professor of Marketing at Stanford's Graduate School of Business, talked about the influence of social context on consumer responses to marketing targeted at specific groups of people; George Fredrickson, Co-director of RICSRE and Professor of History, led a discussion of his new book *Racism: A Short History*; Darnell Hunt, Director of the Center for African American Studies and Professor of Sociology at UCLA, made a presentation entitled "Prime Time in Black and White: Making Sense of the Fall 2001 Season;" Dr. Nancy Alder, Professor and Vice Chair of the Department of Psychiatry at the University of California, San Francisco, discussed her research on socioeconomic status and health. ■



(Left to right) CCSRE Researcher Alejandra Lopez, Teaching Fellow Mark Brilliant, Teaching Fellow Vicky Plaut, and Bobby Bartlett

RICSRE Graduate Seminar

The RICSRE Graduate Seminar provides a platform for several activities which Shana Bernstein, Ph.D. candidate in History, coordinates: these include the graduate reading group, the graduate dissertation group, and the graduate presentation group. These groups are open to the Stanford graduate community, in particular to those graduate students who specialize or who are interested in issues of race and ethnicity.

The graduate reading group on race and ethnicity is an ongoing group of five to ten participants who meet about twice a month. This year, the group's readings included such texts as *The Souls of the Black Folk* by W.E.B. Du Bois and Satya Mohanty's chapter "The Epistemic Status of Cultural Identity" from Paula Moya's book *Reclaiming Identity*. In addition, the group read and analyzed articles and texts by Ella Shohat and Robert Stam, David Roediger, bell hooks, Derek Bell, Caren Kaplan, and Timothy Mitchell.

Another graduate student forum that RICSRE facilitates is the dissertation group. The dissertation group members meet regularly to exchange and discuss their dissertation work.

In Spring quarter the activities of the RICSRE Graduate Seminar culminated in two workshops with guest speakers that were open to Stanford's entire graduate community: a Professionalization Workshop for advanced graduate students aimed at preparing its participants for professional life in academia, and a second workshop focused on the issue of surviving graduate school. ■

Graduate Workshop in Pedagogy and CSRE History 65

The graduate workshop in "Pedagogy for Interdisciplinary and Comparative Approaches to Race and Social Issues" began three years ago as an idea to create an intellectual community. Today, this course facilitates conversation and collaborative work necessary for interdisciplinary research with a focus on pedagogical theory and practice. For the first time, the methodologies developed in the course served as the base for the graduate teaching sections in the "Introduction to the Comparative Study of Race and Ethnicity" (History 65) course this spring.

In five meetings during Fall quarter, class members began to discuss practical and theoretical approaches to teaching issues of race and ethnicity in supportive and less supportive departments/universities.

Thereby questions like how to work with problem students or how to manage discussions with students who take contrary or antithetical views were on the agenda. Several junior and senior faculty including Harry Elam, Paula Moya, Ray McDermott and Hazel Markus contributed as guest speakers to these discussions.

During Winter quarter, workshop members examined interdisciplinary syllabi dealing with race, identity, and social justice with a view toward creating their own syllabi and teaching their own classes. Here again, faculty speakers like Ramón Saldivar and Cherrie Moraga supported the workshop. Furthermore, the Center for Teaching and Learning conducted a workshop on building teaching portfolios.

In the spring, graduate students developed and discussed their own syllabi, teaching philosophies and meaningful/transformativ assignments with other workshop members. They also collaborated on several optional sections of the interdisciplinary and comparative course "Introduction to the Comparative Study of Race and Ethnicity" (History 65) in which they could apply the knowledge and expertise they developed throughout the entire school year. ■

RICSRE Graduate Dissertation Fellows 2001–2002

The fellowship program is supported by a grant from the James Irvine Foundation and provides fellowship stipends, office space and other research support services for the Fellows. In turn, the Graduate Dissertation Fellows contribute to the intellectual vitality of the Center through participation in the Faculty Seminar Series, the Fellows Forum, and programs for graduate students.

Mishuana K. Goeman is a Ph.D. candidate in Modern Thought and Literature. Her dissertation, "Unconquered Nations, Unconquered Women: American Indian Women Writers (Re)Conceptualizing Race, Gender, and Nation," explores the convergence of gender, race, and nation through the literary and political activism of American Indian women in the twentieth

FACULTY PROFILE



PAUL DAVIES

John T. Jost

(Associate Professor, Graduate School of Business)

Professor John T. Jost is Associate Professor of Organizational Behavior in the Graduate School of Business. A graduate of Duke University (A.B., 1989) and Yale University (Ph.D. 1995), he came to Stanford in 1997. His affiliation with CCSRE began in 1999, when he joined the “Social and Cultural Construction of Race and its Consequences” faculty network facilitated by RICSRE.

Jost is a prolific writer and has published dozens of journal articles and book chapters. Most of his work has sought to develop System Justification Theory, which seeks

to understand how and why people provide cognitive and ideological support for the status quo and what the social and psychological consequences are of engaging in system justification. His first book, *The Psychology of Legitimacy: Emerging Perspectives on Ideology, Justice, and Intergroup Relations* (co-edited with Brenda Major) was published by Cambridge University Press in 2001.

Jost comes from a family with a history of civil rights activism. His grandfather, George L. Jost (recently deceased), was a founding member of Friends of FIGHT, which was an organization in New York State that advocated racial equality and social justice in the early 1960's.

Although he is a social psychologist by training, John Jost teaches in the Business School at Stanford. He is an expert in stereotyping, prejudice, and intergroup relations. He believes that adopting a social psychological approach to conflict resolution and the management of diversity is useful and beneficial in the workplace.

At CCSRE, Professor Jost values the interdisciplinary opportunity to exchange ideas with colleagues from other disciplines that are relevant to understanding the impact of race and ethnicity. For him, the talks, lectures, and seminars with graduate students and faculty members are invaluable because they bring together a diverse set of researchers from the Social Sciences and the Humanities. ■

century. Goeman received a B.A. in English Literature and Native American Studies from Dartmouth College and completed her M.A. at Stanford. This year, she is a RICSRE Dissertation Fellow as well as a Dissertation Fellow for the Institute for Research on Women and Gender at Stanford University.

Venus Opal Reese, a Ph.D. candidate in Drama, examines historical events as performances and their residue in contemporary popular culture in her dissertation, “Initiating Acts: The Role of Ruptures in the Formation of American Cultural Identities.” She received a B.F.A. in Theatre from

Adelphi University in New York and an M.F.A. from Ohio State University in Acting and Movement Theatre. Reese was the Wattis Artists-in-Residence in Education at the Yerba Buena Center for the Arts for 2000–2001. She also earned a Masters of Art degree in Drama at Stanford.

Helle Laila Rytönen is a Ph.D. candidate in Modern Thought and Literature. In her dissertation “Europe and its ‘Almost-European’ Other: A Textual Analysis of Legal and Cultural Practices of Othering in Contemporary Europe,” she seeks to challenge and expand the scope of our understanding of contemporary European

identity construction by addressing the issue of how this identity is constructed through its troubled relation to its racialized Other inside Europe itself. Helle Rytönen holds a B.A. and an M.A. from the Department of Political Science at the University of Copenhagen.

Miriam Iris Ticktin is a Ph.D. candidate in Cultural and Social Anthropology. She is currently completing her dissertation “Citizenship and Sans Papiers: The Political Economy of Health, Human Rights and Compassion in France,” in which she examines how transnational ethical discourses are mobilized to fight for citizenship rights and ultimately for social justice. As a Rhodes Scholar at Oxford, she completed a M.Phil in English. In addition to her doctoral studies at Stanford University, she has been jointly enrolled in a medical anthropology doctoral program at the École des Hautes Études en Sciences Sociales in Paris, France, since 1999.

CSRE Teaching Fellows 2001–2002

Teaching Fellows are provided fellowship funding to serve as TAs for CSRE core courses, to design and teach their own course and to have a term off for dissertation research and writing.

Shana Beth Bernstein, a Ph.D. candidate in History, is currently completing her dissertation “Building Bridges at Home in a Time of Global Conflict: Interracial Cooperation and the Fight for Civil Rights in Los Angeles, 1933–1954.” She has a B.A. in History and in French from University of California at Berkeley as well as an M.A. in History from Stanford. In 1999, Shana Bernstein received Stanford University's Centennial Teaching Award. This year she coordinated the CSRE Senior Seminar, organized the RICSRE Graduate Seminar, and co-taught the Honors Thesis seminar with Professor Al Camarillo.

Mark Robert Brilliant is a Ph.D. candidate in History. His dissertation, “Color Lines: The Struggles for Civil Rights on America's ‘Racial Frontier,’ 1945–1975,” is an exercise in comparative civil rights



history. Mark Brilliant has a B.A. in Political Science from Brown University and worked as a teacher at Lafayette High School in Brooklyn, NY, where he was named Teacher of the Year in 1993–1994. In 1997, he transferred to the History department from Stanford's School of Education. In 2000–2001, Brilliant was a dissertation fellow at RICSRE and this spring, he taught a course on America's Civil Rights Movements.

Victoria Caroline Plaut recently earned a Ph.D. in Psychology from Stanford University. Her dissertation was on the nature and prevalence of various conceptions of difference and inclusion (Models of Diversity) and the implications of these different approaches for intergroup relations. She is currently pursuing four lines of research which focus on the relationship between sociocultural context and psychological functioning. Victoria Plaut completed her B.A. in Psychology at Harvard (1996). She holds also a M.Sc in Social Psychology from the London School of Economics (1997) and an M.A. in Psychology from Stanford (2000). ■

CSRE ALUMNI UPDATES

Class of 1999

Edelina Burciaga (A.B., Chicana/o Studies and English; Honors in Education) will attend law school at Boston University in Fall 2002.

Lindsay Imai (A.B., CSRE) is an Academy Fellow with The Greenlining Institute in San Francisco, a multi-ethnic public policy institute that works for the economic empowerment of low-income Latina/o, Asian American, and African American communities in California.

Jane Kim (A.B., Asian American Studies and Political Science) works as a community organizer for the Chinatown Community Development Center in San Francisco. The Center provides a healthy neighborhood economy, active volunteer associations and is committed to the empowerment of low income residents, diversity and coalition building, and social and economic justice.

Rebecca Mervis (A.B., CSRE) is attending graduate school at Columbia University.

Class of 2000

Beatriz Garcia (A.B., CSRE and Political Science) works as a Program Director for Future Leaders of America in Ventura, California.

Desert Horse Grant (A.B., CSRE) works as a Research Data Coordinator for the Hematology and Lymphoma Services at the Memorial Sloan Kettering Cancer Center in New York.

Class of 2001

Elena Conte (A.B., CSRE and Spanish with Honors in Latin American Studies, Minor-Human Biology) works for Professor John Rickford (Department of Linguistics) and Professor John Baugh (School of Education) on the Urban Minorities Reading Project, coordinating research on reading and dialect in East Palo Alto. She is planning to return to New York in September 2002.

Martha Hagemeister (A.B., CSRE, Minor-Italian) works as a paralegal for a law firm in New York. This fall she plans to apply to law school.

Daniel Hsia (A.B., CSRE, Minor-Human Biology) attends film school at the University of Southern California, Los Angeles.

Sarah Monroy (A.B., Chicana/o Studies and Spanish) is working for a Bay Area non-profit organization. She will be applying to law schools and doctoral programs in the fall.

Tiana Murillo (A.B., Political Science, Minor-Chicana/o Studies) is a fellow at the Congressional Hispanic Caucus Institute (CHCI) in Washington, D.C.

Lorry Palacios (A.B., Chicana/o Studies and Public Policy) is a public finance analyst for Paine Webber in New York.

Celina Ramirez (A.B., Chicana/o Studies, Minor-Spanish) is attending Stanford Law School.

José Saldivar (A.B., Chicana/o Studies, Honors in Education) is working on an M.A. in Social Sciences in Education at Stanford. After completing the School of Education program, he will return to his hometown and teach at either the junior high or high school level in Elsa, Texas.

Class of 2002

Rodolfo Estrada (A.B., CSRE and Minor-Latin American Studies and Spanish) will attend Hastings School of Law in Fall 2002.

Brook Hooper (A.B. CSRE) is attending the Stanford Teacher Education Program (STEP).

Leah Jackson (A.B. CSRE and Minor-Psychology) will be an administrative assistant for Nehemiah Urban Ministries, Inc. (NUMI) in Jackson, MS for one year. NUMI sponsored Leah as a Fellow in Summer 2000. In Fall 2003, Leah will return to Stanford to attend the Stanford Teacher Education Program (STEP).

Christopher Maloney (A.B., African and African American Studies with Honors and Economics), is a fellow at the John Gardner Public Service Program in Washington, D.C.

Olivia Para (A.B., CSRE with Honors) is attending the Stanford Teacher Education Program (STEP).

Rita Rico (A.B. CSRE, with Honors in Latin American Studies) will study at the University of Guadalajara for one year. ■

AFFILIATED CCSRE FACULTY

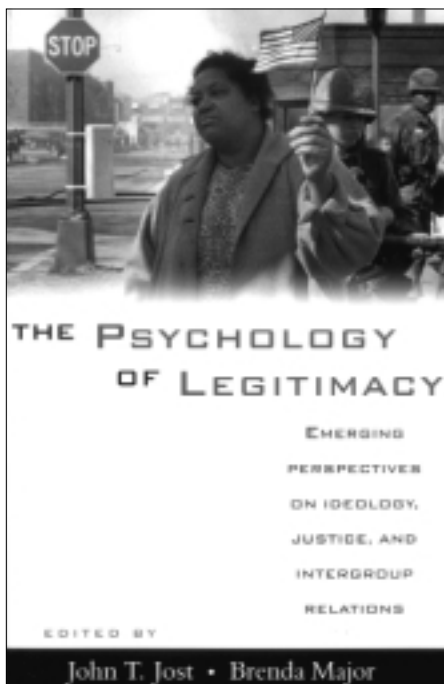
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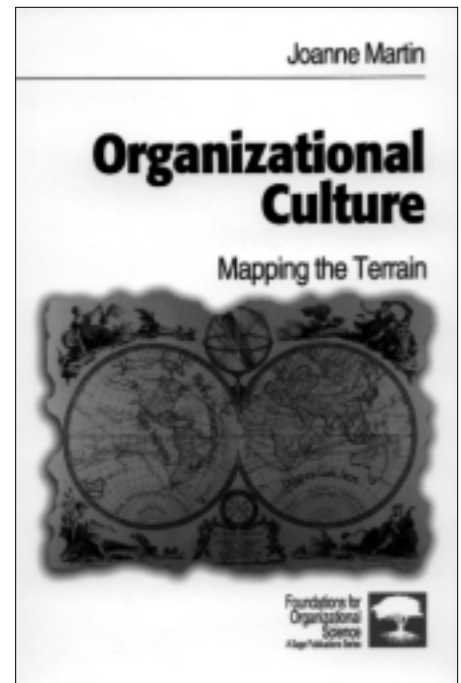
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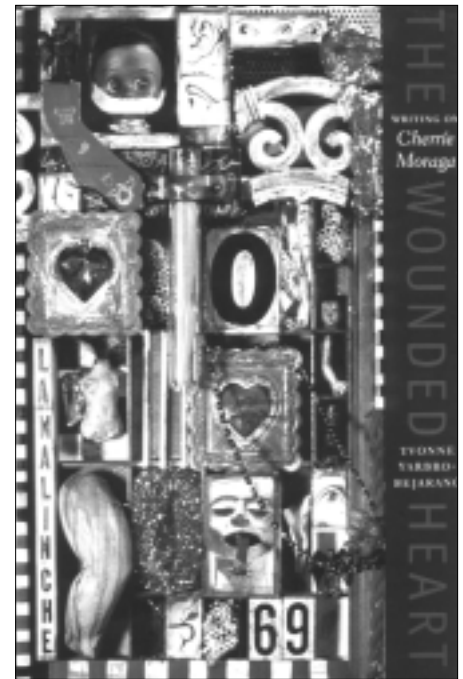
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