

Stanford | Comparative Studies in Race & Ethnicity

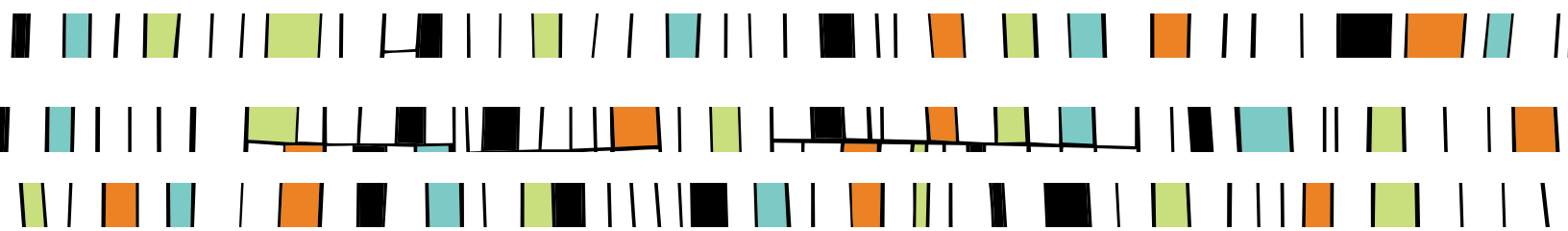


FALL 2016 NEWSLETTER STANFORD UNIVERSITY

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MESSAGE FROM CCSRE FACULTY DIRECTOR PROFESSOR JENNIFER DEVERE BRODY

This year we celebrate Stanford's 125th anniversary and the 20th year since the founding of The Center for the Comparative Study in Race and Ethnicity. It is my privilege to become the new Director of CCSRE at this auspicious juncture: we look back to our history and forward to future endeavors. Then, as now, CCSRE is a community composed of dedicated faculty, students, alumni and staff: together, we comprise an intellectual hub dedicated to academic study of race and ethnicity. I hope that our updated website that includes social media and more visually dynamic content will reflect our revised goals. Like my predecessors, starting with emeritus Professor Al Camarillo as well as colleagues Ramón Saldivar, José David Saldivar and C. Matthew Snipp, I want to ensure that CCSRE remains a vital place for the comparative study of race and ethnicity. I look forward to working with everyone—students, staff and faculty. So too, I am invested in furthering the Faculty Development Initiative, begun by Al and now continued by Matt, since it was that Initiative that helped to recruit me to Stanford's Theater and Performance Studies Program five years ago. I am excited to be working with Professor Paula Moya, who will helm our Research Institute (RICSRE), with our new Faculty and Doctoral Fellows, with Professor Tomás Jiménez, who heads our interdisciplinary major/minor overseen by our own former CSRE major and Student Services Coordinator, Jordan Gray as well as with Daniel Murray, who is responsible for our Community Engaged Learning (CEL).

Our new RACEWORKS project, will be run by former RICSRE Director Professor Hazel Markus, by Professor Paula Moya and CCSRE's former Associate Director, Dr. MarYam Hamedani. My colleagues and I are grateful beyond words for the stellar work that Dr. Hamedani has done at the Center. She was a former fellow in Psychology and has been a key intellectual force in shaping every aspect of the events we have done with our partners and with developing the RACEWORKS year-long project supported by the Provost, will commemorate the 20th Anniversary and have us hosting many guest speakers on topics such as the 2016 Presidential Election, Arts and Justice, journalism and the on-going global struggles to eradicate racially and ethnically based injustices. I dedicate my time as Director of CCSRE to moving forward while having witnessed the unwitting sacrifices of those felled recently in our nation in cities such as Ferguson, Fruitvale, Orlando, not to mention all the places where differences of race and ethnicity matter so profoundly. In what many have deemed the New Gilded Age, I hope we can reclaim the ideals promised in that original era of inequity, which saw the founding of Stanford as an institution of higher learning. Let me conclude these remarks with a pledge if not a plea for greater intellectual dialogue, more equity and equanimity, and understanding across difference. I am certain that CCSRE will continue to be a place to critique, celebrate, and compare such vital differences.

- Jennifer DeVere Brody

Director, Center for Comparative Studies in Race & Ethnicity

Professor, Theater & Performance Studies

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FACULTY DEVELOPMENT INITIATIVE



C. Matthew Snipp (Image credit: L.A. Cicero)

In recent years, as the nation has grappled with its increasing racial diversity and divisions, Stanford has created 15 new faculty positions – for emerging and established scholars – to help advance the complex study of race and ethnicity in the United States and abroad.

Under its Faculty Development Initiative (FDI), Stanford has hired three faculty members in the Graduate School of Education and 12 faculty members in the School of Humanities and Sciences, including an assistant professor with a joint appointment in the Department of Comparative Literature and in the School of Medicine.

Within H&S, the new faculty members are teaching and doing research in eight departments: Anthropology, Comparative Literature, English, History, Political Science, Religious Studies, Sociology, and Theater and Performance Studies.

C. Matthew Snipp, director of FDI and a professor of sociology, said faculty hired under the initiative have expanded Stanford's teaching and scholarship in fields of critical importance to the nation – and to the Stanford students who are part of an increasingly diverse world.

"All the pressing issues of the day rotate around race and ethnicity, including globalization, transnational migration and the focus on personal differences that plays out in everything from community relations to presidential politics," said Snipp, who also is the director of the Center for Comparative Studies in Race and Ethnicity (CCSRE), which administers the FDI with the Office of the Vice Provost for Faculty Development and Diversity.

"Race and ethnicity are one of the 'tectonic divisions' in American society," he continued. "Those divisions have been present in the country's history since it was founded and will be ever present for the foreseeable future."

Faculty hired through FDI describe work

Since arriving at Stanford in 2009, H. Samy Alim, a professor of education, has founded the Center for Race, Ethnicity and Language, which is affiliated with CCSRE, and the program in Race, Inequality and Language in Education at the Graduate School of Education.

"These are the kinds of institutional changes that FDI faculty are expected to bring to the university," he said. "In that respect, we need many more faculty who work in these areas – including faculty of color – so that Stanford can meet the current demands of our nation's changing demographics."

Alim said his work seeks to reveal the central role that language plays in shaping our ideas about race and the role that race plays in shaping our ideas about language – a growing field known as "raciolinguistics," which combines the innovative, cutting-edge approaches of race and ethnic studies with fine-grained linguistic analyses.

"Scholarship in raciolinguistics can inform the racialized language education debates within the increasing number of 'majority-minority' and immigrant communities in the United States," said Alim, co-author of the 2012 book *Articulate While Black: Barack Obama, Language and Race in the U.S.*

"Since race is a globalized system of oppression, these explorations can also shed light on the pitfalls of multicultural education in a Europe that is struggling to meet the needs of new Muslim migrants,

and the sociopolitical meanings of raciolinguistic discrimination in contexts as diverse as Brazilian favelas, South African townships, the Palestinian occupied territories and the rapidly changing communities of the San Francisco Bay Area," Alim said.

He added: "These language debates in education and politics, including the verbal battlegrounds of the 2016 U.S. presidential election, can teach us a lot about the contemporary contours of race and racism in America and elsewhere."

Jennifer DeVere Brody, a professor of theater and performance studies who joined the Stanford faculty in 2011, said the scholarly study of race and ethnicity is important because questions about race and ethnicity permeate every aspect of our lives, including ethics, democratic elections, housing, health, life expectancy and beauty.

"My research and teaching focus on how value works in the world," she said. "How we determine what is beautiful, meaningful and important are matters of power. In other words, what we taste, feel and think are permeated by racialized aesthetics."

Brody, who is writing a biography of the 19th-century African American and Native American sculptor Edmonia Lewis, is also collaborating with colleagues to republish the 1976 book *Little Man, Little Man: A Story of Childhood*, the only children's book written by writer James Baldwin. The book, which is set in Harlem, focuses on the world of a 4-year-old boy. Yoran Cazac, a French artist and close personal friend of Baldwin, illustrated the 96-page book.

Diversity for children

"Recently, there has been a call for more diverse children's books," Brody said. "The re-publication of Baldwin's book contributes to our understanding of which children can be protagonists by featuring black and queer children at its center."

José David Saldívar, a professor of comparative literature who joined the Stanford faculty in 2009, said he is very excited about

a new introductory seminar he will teach next spring: *Batman, Hamilton and Other Wondrous Lives*.

"For me, comic books like *Batman*, science fiction texts such as the novel *The Brief Wondrous Life of Oscar Wao* by Junot Díaz and *The Hamilton Mixtape* by Lin-Manuel Miranda – which became *Hamilton*, the Tony Award-winning Broadway musical – are neither prophecy nor folklore, but parables of our times," Saldívar said.

"For instance, it's hard to imagine reading Díaz's Pulitzer Prize-winning sci-fi novel without seeing how the hero's immigrant articulation of estrangement or alienation is tempered by the reality of what is biologically, physically and socially possible. Díaz's novel evaluates which possible futures are better or worse for Oscar Wao and, by extension, for us. I am interested in teaching this introductory seminar in order to see how and why *Batman*, *Hamilton* and other wondrous lives often erupt as a blow against the world as it is," Saldívar said.

Stanford recently hired Jackelyn Hwang, who studies the connection between immigration, residential segregation and gentrification, as an assistant professor of sociology, under the Faculty Development Initiative. Hwang, a postdoctoral research fellow in the Office of Population Research at Princeton University, will join the Stanford faculty in September 2017. Hwang, who earned a bachelor's degree in mathematics and in sociology with honors at Stanford in 2007, earned a master's degree in

sociology at Harvard University in 2012 and a PhD in sociology and social policy at Harvard in 2015.

By Kathleen J. Sullivan

originally posted in the Stanford News

June 28, 2016

"All the pressing issues of the day rotate around race and ethnicity, including globalization, transnational migration and the focus on personal differences that plays out in everything from community relations to presidential politics,"

FDI FACULTY



C. MATTHEW SNIPP
Senior Associate Vice Provost for Faculty Development and Diversity; Burnet C. and Mildred Finley Wohlford Professor of Humanities and Sciences in the Department of Sociology



H. SAMY ALIM
Professor of Education (and by courtesy) Anthropology and Linguistics



JENNIFER DEVERE BRODY
Chair and Professor of Theater and Performance Studies



COREY FIELDS
Assistant Professor of Sociology



DUANA FULLWILEY
Associate Professor of Anthropology



ANGELA GARCIA
Associate Professor of Anthropology



KATHYRN GIN LUM
Assistant Professor of Religious Studies (and by courtesy) History



JACKELYN HWANG
Assistant Professor of Sociology



ALVAN A. IKOKU
Assistant Professor of Comparative Literature and Medicine



TOMÁS JIMÉNEZ
Director, Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE); Associate Professor of Sociology



RAMÓN ANTONIO MARTÍNEZ
Assistant Professor of Education



ANA RAQUEL MINIAN
Assistant Professor of History



VAUGHN RASBERRY
Assistant Professor of English



JONATHAN ROSA
Assistant Professor of Education



JOSÉ DAVID SALDÍVAR
Leon Sloss, Jr. Professor of Comparative Literature



GARY SEGURA
Morris M. Doyle Centennial Professor of Political Science
Director, Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES)

A MESSAGE FROM EMORY LEE, CHAIR OF THE CCSRE NATIONAL ADVISORY BOARD



When I was invited to serve as Chair of the National Advisory Board for The Center for Comparative Studies in Race & Ethnicity in 2013, I considered it to be an honor to work with the Center to continue my history of service to Stanford University. This opportunity, however, was a far greater challenge because of the Center's critical mission focused on race, ethnicity, and social justice. What could be more important than educating people about how race, ethnicity, and inequality matter in the United States in the 21st century? Can anything be more critical than the Center's research in promoting equal and effective diverse communities? It was also a unique opportunity for me to work closely with outstanding faculty, staff, and students in supporting the Center's mission.

I was asked in an early interview for the CCSRE newsletter about my goals as Chair of the Board. For starters, I said the Board needs to be more active in supporting the mission of CCSRE and its programs. Those goals became better defined after I met with faculty members and staff and, as reported in the newsletter, included "more frequent [Board] meetings, a network of CCSRE graduates as integral partners, and using the expertise of the Board and others in marketing and communications to promote CCSRE as a significant force on issues of race and ethnicity to a national audience." I am very grateful for the progress we have made in achieving those goals over the past three years thanks to the steadfast commitment of Board members and the unwavering support extended by faculty and staff.

A significant step came in 2014 when the Board unanimously passed new roles and responsibilities for its members as follows: 1) prepare for, regularly attend, and constructively participate in Board meetings; 2) assist with the implementation of CCSRE's Strategic Plan by actively engaging in at least one of its strategic areas and its Working Group; and 3) contribute financially annually to reflect one's personal commitments to CCSRE. Those roles and responsibilities were reaffirmed by the Board in 2015. This was an important step in supporting the Center's new Strategic Plan focused on the core areas of Undergraduate Education, Research, and Communications & Outreach. In response, the Board then established a Working Group for each of the core areas to be chaired by members of the Board. It is gratifying to report that those Working Groups have contributed positively to CCSRE's priorities and goals.

For example, the Communications & Outreach Working Group, chaired by Ina Coleman, identified a Communications Plan as a key goal which would include activities to increase online presence, website improvements, and social media strategies. This area of need was addressed in part when CCSRE received funding for a communications pilot program which operated in conjunction with the Office of Public Affairs' University Communications. As a result, Digital Media Associate Midori Yoshimura now works with CCSRE in expanding its ability to fulfill its mission. There remains more to do, but we are encouraged with the kick start this pilot program is providing to our communication efforts.

Loren Kieve and Roger Clay co-chaired the Research Working Group which focused on the lack of diversity among Silicon Valley corporations. This concern was raised publicly by the Reverend Jesse Jackson. This issue led to a lively discussion about whether CCSRE could appropriately be of assistance and whether the issue fit within the Center's Strategic Plan. There was also the key issue of resources needed to address it. Ultimately, however, there is the recognition that it falls within the purview of the Center's mission since it broadens the conversation on race and ethnicity issues. What is clearly understood is that the resources to support research on race and ethnicity and the Working Group will be faced with the future challenge of determining how it can assist in the area of fund-raising for research.

With regard to the Undergraduate Working Group chaired by Henry Tsai, one goal of the Strategic Plan is to empower CCSRE students to become leaders, change-makers, and knowledge-producers for issues of race, ethnicity, and (in)equality. For this reason, the most important goal for this Working Group, in my opinion, has been establishing the "Alumni Network" consisting of the 450 graduates who majored, minored, or completed interdisciplinary honors theses with the Center since its beginning in 1996. These graduates could serve as role models and resources for current students. We reached out to the Stanford Alumni Association, which is now assisting with the Alumni Network project. SAA will send out a message to CCSRE alums containing an online alumni survey, request for current contact information, and information about the

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upcoming CCSRE 20th anniversary and how to stay connected with the Center.

We are entering a new school year with new President Marc Tessier-Lavigne. I am excited that CCSRE will be marking its 20th anniversary with year-long celebrations. I am particularly excited about our October Reunion Weekend plans which involve inviting all those in the Alumni Network for a Reunion reception. This to me is a signal event as we reconnect with our CSRE alums who represent a core of future potential Board members. I am also pleased to have Henry Tsai join the Board during my tenure as he is the first of many CSRE alums who will be joining the Board to help guide and advise the Center in the years ahead.

As I step down as Chair and member of the Board at the end of the calendar year, I am most appreciative of the support given me by the faculty, staff, students, and other Board members. I am particularly thankful to José David Saldivar and Matt Snipp who were the Directors during my tenure, and to Associate Director MarYam Hamedani for her tireless help. The future is so bright for CCSRE that I recall a vision shared by a past Director who urged us to aspire to be the Hoover Institution to which people look for all matters related to race and ethnicity. If "Dreamers" look to having their status legalized, there's no reason why we can't fulfill our dream of making CCSRE a world-changing institution.

– Emory M. Lee

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PROFESSOR AL CAMARILLO DELIVERS 29TH ANNUAL ERNESTO GALARZA COMMEMORATIVE LECTURE

In May 2015, surrounded by a packed audience of both university and high school students, fellow faculty, and more than one generation of his family, Department of History Professor Al Camarillo spoke on the importance of acting on academic opportunities and forming institutions for cultural heritage and future promise. Camarillo's speech was delivered as the 29th Annual Ernesto Galarza Commemorative Lecture in the Oak Lounge of Tresidder Union, in conjunction with the 15th Annual Chicana/o-Latina/o Community Awards Banquet.

Camarillo was appointed to the Stanford's Department of History in 1975, and served as the founding Director of the Center for Comparative Studies in Race and Ethnicity. An active author as well as a mentor, he has published eight books and numerous articles on Mexican American and other immigrant groups' experiences in the US. He is also the only faculty member in Stanford's history to have received the six highest awards for excellence in teaching, service to undergraduate education and Stanford alumni, and university-related public service.

The professor framed his lecture as "an occasion to provide a bit of a personal narrative as a lens to see how my generation, the first generation of Chicano and Latino students ever to come into higher education, engaged the institution of higher learning" describing his experience growing up in Compton, California in the 1950s and 60s, discussing his time as a UCLA undergraduate and graduate student, and exploring how he and his peers worked to institutionalize the Chicana/o and Latina/o presence on Stanford campus and beyond.



Camarillo's experiences growing up in ethnically demarcated neighborhoods would combine with his education in higher learning to help him define his calling in life. It was a fight for lasting parity that required solidarity: "Getting grounded, the struggle for inclusion, the struggle for visibility, the struggle to make something institutionalized that would be permanent here at Stanford—we were all engaged in that, not only faculty, but students, and staff."

The legacy of James Crow and Jaime Crow

Camarillo recalls Compton as "Hub City," the center of metropolitan Los Angeles. During his childhood, Compton was home to the largest Mexican-origin population outside of Mexico City with 300,000 Mexican Americans, while a total of 600,000 lived in the greater Los Angeles Metropolitan Area.

Camarillo said he was "just one of tens of thousands of young Mexican Americans growing up in the post WWII era, the children of immigrants." He was born in "a little casita—a little run-down house—in the barrio, in the Northern Central section of Compton," to a Mexican immigrant father and an American-born Mexican mother.

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In the late 1940s and early 1950s, Compton had an almost exclusively white population and maintained widespread discriminatory practices to keep other ethnicities from residing there.

The Camarillo family arrived in Compton during a transitional time, which Camarillo defined as “the era of the legacy of Jaime Crow and James Crow.” While Jim Crow was a more explicit system of segregation and discrimination towards African-Americans, “James Crow” was a subtle yet enduring variant of this racism and “Jaime Crow” was “[Jim’s] cousin in the Southwest, affecting hundreds of thousands of Mexicans.”

“I didn’t see these signs—they had just gone away a decade before. But I saw their legacies—that’s why the Barrio [existed], because Mexicans weren’t allowed to live anywhere else in Compton.”

After the 1965 riots in the Watts neighborhood of Los Angeles, white residents departed Compton in massive numbers, and the city became a primarily Latino and later African-American community. Camarillo recalled the racial transformation of the area: “When I started at Walton Junior High, as a 7th grader, the student body was 40% African-American, 40% White, 10% Mexican American and Asian American. When I entered 9th grade, it was 98% African-American.”

For Camarillo, “African-American life became part of who I was,” reflected in his African-American friends, his girlfriend at the time, and his appreciation of soul music.

Following this personal assimilation of black culture, Camarillo faced not one but two new adjustments when his family moved to East Los Angeles and he enrolled at Manuel Dominguez High, which was at first predominantly white. Due to pressures following the civil rights movement, the local government began bussing black students to this high school as part of a campaign to better integrate the student body.

This action built up racial tension throughout the school, and as student body president, Camarillo was encouraged by the staff to develop a formal dialogue between the different students, which challenged him to develop such skills and draw on his experiences growing up with both blacks and Latinos. “I didn’t know how to mediate race-based tensions in high school!” he wryly recalls.

Reaching into the past to grasp a better future

Witnessing the tense integration of schools and observing the continued segregation of neighborhoods left strong impressions on a young Camarillo, who thanks higher education for having given him the tools to more fully understand and improve similar situations.

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He also thanks his brother for setting an example. Camarillo is the only one of his childhood circle of friends to have lived past thirty—each of these friends died in gang-related incidents. “One of the reasons I didn’t go in that direction was my brother, who was the first in the entire barrio community to go to college.”

The representative disparities of Compton followed Camarillo to UCLA. “There were 300,000 African-Americans within 20 miles of UCLA when I started there in 1966. 600,000 Mexican Americans in the region surrounding UCLA, the largest public institution in the state of California. And when I entered, 44 Mexican Americans and 90 African-Americans, about 80 of whom were on the athletic teams.”

In Camarillo’s sophomore year, the government responded to pressure from civil rights leaders by assembling advocacy groups, which in turn aimed to add previously disregarded cultural perspectives to the state’s higher learning curriculum.

Deciding to apply academic learning to better appreciate his own life experience, Camarillo took the first Mexican American and African-American history courses ever offered in University of California system. These courses and encouragement from his professors and mentors inspired him to pursue a career in academics, specifically to advance ethnic studies for Mexican Americans and other immigrant identities.

Making Stanford a leader in ethnic studies

When Camarillo was appointed to Stanford’s Department of History, he added to only a small handful of fellow Chicana/o and Latina/o faculty, and noticed a similar lack of representation in the student body. “The Stanford we entered was very different than today. In 1968 it didn’t even actually identify Mexican-origin or Latino students separately.”

It became clear to Camarillo and his colleagues that they needed to form a permanent organization to continually protect against a dearth of Latina/o and Chicana/o students and faculty, as well as the

vacuum of courses covering their culture and contributions. "If you don't create an institution, you don't have any lasting power."

By collaborating with existing organized presences, including MEChA and Casa Zapata, as well as administrative positions with shared interests, like the Office of the Assistant to the President for both Chicano Affairs and the counterpart for Black Affairs, Camarillo's network was able to form El Centro Chicano de Estanford (which would later become known as El Centro Chicano y Latino).

Housed within Stanford's renovated Nitery, El Centro Chicano took on the mission of consolidating Chicano studies and providing a cultural events and research center for undergraduates, graduates, and faculty, as well as advancing the admission of talented Latina/o and Chicana/o students.

In order to raise essential funds for El Centro, Camarillo met the Ford Foundation's condition that he coordinate a cross-country collaborative alliance with his associates at UCLA, the University of Texas, the Centros de Estudios Puertorriqueños in New York City, and the Inter-University Program for Latino Research. The momentum did not stop there: "We started out with four centers and number 22 today."

As a complement to the work of El Centro and its affiliates, Camarillo emphasized the significance of keeping one's culture alive and circulating in higher learning's library collections. He commended Luis Morales for bringing the Ernesto Galarza collection to Stanford and thereby contributing to the largest, richest collection of materials on the Mexican American experience in the nation—while asserting that Stanford "should be the repository for more of these collections."

Points that do not break, but bring change

Having addressed the importance of recognizing representational impasses and creating institutions to overcome them, Camarillo underscored that crises can be seen as opportunities to fully examine tensions and avert future inequalities.

He cited the 1987 incidents that followed racist vandalism in the Ujamaa student dormitory and the 1994 student hunger strike following the firing of Associate Dean of Student Affairs Cecilia Burciaga. In both situations, the University administration responded to the call for change by forming committees, which brought to light

the need for institutions to remedy institutionalized marginalization of ethnic representation.

The committee formed in response to the 1994 hunger strike was particularly significant in that it led to the 1996 creation of the Center for Comparative Studies in Race and Ethnicity and the corresponding undergraduate program of CSRE, which includes the Chicana/a-Latina/o studies major. Camarillo served as the Center's founding Director, proud to be part of this institutionalization of ethnic studies.

Continuing to plan for the future, in 2007, Camarillo led the Faculty Development Initiative as Special Assistant to the Provost for Faculty Diversity, in order to cement Stanford's standing as the premier institution in the United States supporting ethnic studies. The FDI's efforts resulted in an unprecedented hiring of 10 people in five years. The program has received continued support from Stanford's Provost and President and has currently hired 15 faculty members.

Camarillo concluded his reflections on his individual journey, in tandem with the changes that have and are taking place at Stanford and other places of higher learning, by thanking his family, peers, students, and mentors.

Among the personal role models Camarillo has met and consulted with are Luisa Moreno, who convened the first national Latino civil rights assembly in 1939, Dolores Huerta, former Vice President of the UFW, Bert Corona, civil rights activist and community leader in Los Angeles, as well as Dr. Galarza himself.

Speaking of these activist and intellectual icons and the change they brought about, Camarillo attested: "I learned that it takes persistence. They were working as pioneers, but they knew there were people before them that were working. They passed that on to us. They told us about humility, about struggle, and fighting for what you believe is right, and dedicating yourself with passion to your life's work."

To all assembled in Oak Lounge, Camarillo left these closing words of advice: "Take advantage of opportunities, and remember that nothing's more important than family and community."

Building on Galarza's legacy

Speaking as one of the masters of ceremony, Director of Chicana/o-Latina/o Studies and Associate Professor in the Department of

Continuing to plan for the future, in 2007, Camarillo led the Faculty Development Initiative as Special Assistant to the Provost for Faculty Diversity, in order to cement Stanford's standing as the premier institution in the United States supporting ethnic studies. The FDI's efforts resulted in an unprecedented hiring of 10 people in five years.

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Sociology Tomás Jiménez asserted that he could “think of no one on this campus who better embodies Dr. Galarza’s legacy more than Professor Al Camarillo.” In a separate interview, Jiménez said that “The fact that [Camarillo] helped build CCSRE into a national model of ethnic studies is a testament to the quality of his scholarship, his vision, and his leadership ability.”

Dr. Ernesto Galarza was a leading activist, academic, and labor organizer. Having immigrated from Mexico to California at the age of eight, he received a Master’s degree from Stanford in Latin American History in 1929, and a Ph.D. in History from Columbia University in 1944.

In the 1950s, Galarza helped organize the first multiethnic farmworker union, which set the stage for the United Farm Workers Union.

Galarza authored definitive books on California’s farm workers and agribusiness, including *Strangers in Our Fields*, the autobiographical *Barrio Boy*, and *Tragedy at Chualar*. In 1979, Galarza became the first U.S. Latino to be nominated for the Nobel Prize in Literature.



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



*top left:
Susan and Al Camarillo*

*top right:
Victor Arias, Jr. and Al
Camarillo*

*left:
Camarillo Family*

REPORT FROM THE CSRE UNDERGRADUATE PROGRAM DIRECTOR



Our graduating seniors consistently produce original and high quality research through the senior thesis course sequence. The work they produce ranges from original music compositions and oral histories, to curriculum design, policy evaluation, and ethnography.

It is with a great excitement that I report from the undergraduate family of programs at CCSRE: Asian/Asian American Studies; Chicana/o and Latina/o Studies; Native American Studies; Jewish Studies; and Comparative Studies. The state of our programs is incredibly strong. Enrollment in our classes continues to rise, and the relevance of our classes is clear to anyone who has been paying attention to recent events in the U.S. and abroad.

This has been a time of transition for the undergraduate program, with three new directors beginning last fall. And, late last summer, our new Service Student Services specialist, Jordan Gray, joined the staff. That transition has been an opportunity to build on our existing curricular strengths and to sharpen three core areas of the undergraduate program. The first relates to the introductory course, which aims to provide students with a conceptual foundation for the study of race and ethnicity, and an introduction to the various social scientific and humanistic approaches to studying those concepts. Recognizing the importance of this foundational knowledge, we now offer the course each academic year. The second area to which we have given greater attention is our senior honors thesis sequence. Our graduating seniors consistently produce original and high quality research through the senior thesis course sequence. The work they produce ranges from original music compositions and oral histories, to curriculum design, policy evaluation, and ethnography. In an effort to give thesis writers greater support, we have implemented a senior thesis essays prep mini-course aimed at giving students a head start on conducting original research.

In the coming year, we will offer this course in the winter, focusing a significant portion of the class on writing a fundable research proposal. Finally, we are building more opportunities for students to connect what they learn in their classes to what is happening beyond the walls of the classroom and outside of Stanford. This past fall, we began a successful lecture series, "Race in the Real World," which features speakers who engage directly with issues of race and ethnicity in their professional career. In response to a growing need for students to engage in respectful conversations about the issue of race, our Student Services Specialist, Jordan Gray, implemented "Why so CSREious?," a regularly occurring open dialogue forum that meets in the Center's lounge. Our students continue to connect what they do in the classroom beyond Stanford's campus too. Our Community Engaged Learning (CEL) program, headed by Daniel Murray, allows students to work with a community partner as part of a class or internship. Last year, 243 students participated in the CEL experience in 23 different classes. We also encourage our students to think about how to use their degree in our family programs once they leave Stanford. Last year we hosted a career panel that included alumni representing the business sector, nonprofits, government, and the arts. That panel reminded us of why we are so proud of our alumni, and why it is important to connect them to our undergraduates. As a result, we now survey our graduating seniors each spring. The survey gives us a better sense of what we do well and what we need to improve upon, while also allowing us to maintain contact with our alumni for the benefit of our current undergraduates.

- Tomás Jiménez

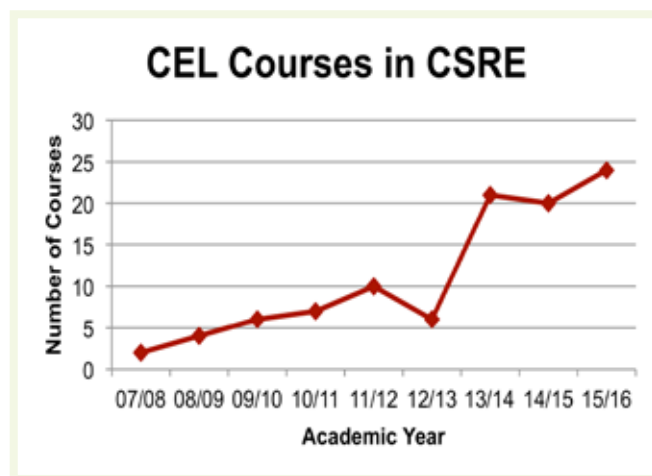
*Director, Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE);
Associate Professor of Sociology*

COMMUNITY ENGAGED LEARNING

CSRE is committed to integrating classroom learning with work in the community to address important social issues linked to race and ethnicity. **Community Engaged Learning (CEL)** provides opportunities for students to work with community organizations, while critically examining public issues and developing their civic identity. These opportunities have continued to grow in CSRE, as more students, faculty, and community partners collaborate in innovative ways. And CSRE continues to take a leadership role in this kind of work on campus, now through Stanford's new Cardinal Service Initiative.

2015-2016 BY THE NUMBERS:

- 243 students participated in CEL courses in CSRE
- 29 community partners
- 27 faculty involved in CEL
- 26 CEL courses (Cardinal Courses)
- 8 students received Community-Based Research Fellowships for summer research
- 7 students supported CEL as Community Engaged Learning Coordinators
- 7 graduating seniors received a Community Engagement Distinction for completing 3 or more community engagement experiences



COMMUNITY ENGAGED LEARNING / CARDINAL COURSES

CHILATST 183X:

Practicum in English-Spanish School and Community Interpreting

CSRE 5C:

Human Trafficking: Historical, Legal, and Medical Perspectives

CSRE 21:

African American Vernacular English

CSRE 38:

Deliberative Democracy Practicum: Applying Deliberative Polling

CSRE 99:

Housing Justice Research Lab

CSRE 100:

Grassroots Community Organizing: Building Power for Collective Liberation

CSRE 100B:

Grassroots Community Organizing Practicum

CSRE 123X:

Community-based Research as a Tool for Social Change: Discourses of Equity

in Communities and Classrooms

CSRE 103B:

Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices

CSRE 141:

Gentrification

CSRE 146:

Community Matters: Research and Service with Community Organizations

CSRE 146J:

Studies in Ethnomusicology: Listening to the Local: Music Ethnography of the Bay Area

CSRE 150:

Race and Crime

CSRE 157P:

Solidarity and Racial Justice

CSRE 162A:

Spirituality and Nonviolent Urban and Social Transformation

CSRE 177E:

Well-Being in Immigrant Children and Youth: A Service Learning Course

CSRE 192F:

Sexual Violence in America

CSRE 196C:

Introduction to Comparative Studies in Race and Ethnicity

CSRE 197:

Dance in Prison: The Arts, Juvenile Justice, and Rehabilitation in America

CSRE 198:

Internship in Public Service

CSRE 203A:

The Changing Face of America: Building Leaders for Civil Rights and Education

CSRE 245:

Understanding Racial and Ethnic Identity Development

CSRE 260:

California's Minority-Majority Cities

Student Voices



“CEL classes have been critical to the process of applying theoretical and analytical concepts to real people and real frameworks that exist in today’s society. Not only do CEL classes encourage students to build bridges between ideas and action, but they also show that the university values a student’s commitment to service and philanthropy in their academic careers and personal growth. I owe a great deal of gratitude to CSRE and this university for showing me multiple paths and perspectives to becoming a real change maker in my community.”
JUSTINE DESILVA (CSRE ‘16)



“CEL courses helped me find my career in education. It’s one thing to talk about teaching without having experienced it and quite another to gather experience while joining the conversation. I could make connections between my own life and the profession in ways that I couldn’t had I only discussed education in an academic setting. I was able to meet other people who were interested in education and learn from them what paths I could take toward an education career.”
TRENT WOODWARD (CSRE ‘16)



“[CEL] courses proved to be invaluable to my education and development in college, and helped to inform the career path I would eventually choose to pursue in education... As a Teach for America corps member now, I am working and living in Harlem, New York. On a daily basis, I am able to put into action some of the lessons I learned through service learning courses in CSRE. Whether it means suspending my biases and assumptions about certain groups or focusing on having an assets-based mindset even when faced with difficulties in a community, I constantly lean on my training from these courses to bring about the positive outcomes I want to see in my students and my school as a whole.”
TRINITY THOMPSON (CSRE ‘14)

In November 2015, fellows presented their research at the Stanford Engaged Scholarship Conference, organized by CSRE, the Haas Center for Public Service, and the Program in Writing and Rhetoric. The two-day conference included student fellows from the Haas Center’s Community Based Research Fellows Program, the Urban Studies Summer Fellows Program, and three panels of faculty and community partners that addressed themes including working with movements, housing justice, and community-campus partnerships. The 2016 Conference is in the works.



COMMUNITY PARTNERS

- Community Legal Services East Palo Alto
- Asian Americans for Community Involvement
- Project Access Family Resource Center
- Faith in Action Bay Area
- Boys and Girls Club of the Peninsula
- Youth United for Community Action
- API Equality – Northern California
- ACLU Northern California
- Fresh Lifelines for Youth
- Santa Clara County Public Defender’s Office
- Puente de la Costa Sur
- International Institute of the Bay Area
- Santa Clara County Office of Reentry Services
- La Mesa Verde at Sacred Heart Community Services
- UNITE HERE – Local 2
- PeaceTones
- Sequoia High School
- The Friendship House
- Filipino Mental Health Initiative
- Trans.lation: Vickery Meadows (Dallas, TX)
- East Palo Alto Academy
- Rosalie Rendu Center
- Enfoque Collaborative
- Asian Women’s Home
- Stanford Office of Diversity and First-Generation Students
- Stanford Office of Sexual Assault and Relationship Abuse Education
- Islamic Networks Group
- Bend the Arc
- Support Our Youth (Toronto, Canada)

ALUMNI TURNED COMMUNITY PARTNERS

- Sammie Wills
- Julian Jaravata
- Timmy Lu
- Linda Lee

continued on pg.14

Community-Based Research Fellowship

In Summer 2015 and 2016, eight students received funding through the CSRE Community-Based Research fellowship to engage in full-time research projects with community partners. In a new addition to the program, three students engaged in community-initiated projects proposed by key community partners.



Kimmy Phan (far left) and her team volunteering at the Asian Americans for Community Involvement Health and Wellness Fair.



Yeji Jung working with children at an Eid celebration at Trans.lation: Vickery Meadow, a community arts center in Dallas, Texas.

Community-Engaged Learning Coordinators

During 2015-2016, seven undergraduates supported CEL courses as Community-Engaged Learning Coordinators. The Coordinators were trained on the history and principles of CEL, campus-community collaborations, reflection, facilitation, group management, and power/privilege in CEL. These students supported by coordinating community work, facilitating group reflection sessions, commenting on weekly written reflections, attending course lectures and discussion sections, and managing group projects. They met regularly to share their experiences, problem-solve, and reflect on the work.



Alizabeth McGowan leading students in Sequoia High School's AVID program through an Ethnic Studies curriculum that she developed as her senior thesis project. As a CEL Coordinator, Alizabeth trained a group of fellow undergraduates and they met with Sequoia students for six sessions.

New Community-Campus Initiative

The **Just Communities Initiative** is new partnership focused on social justice and community resiliency in the Bay Area. The Initiative includes research, CEL courses, and other programming focused on the issues that are identified by community organizations and community members as top priorities. The Initiative is currently focused on housing justice. It includes faculty and staff from the Medical School, Law School, Urban Studies, CCSRE, History, and the Haas Center for Public Service. Community partners include Community Legal Services East Palo Alto, Faith in Action, Urban Habitat, and Youth United for Community Action. Starting in Fall 2016, the Initiative, through CSRE and Urban Studies is also sponsoring a Housing Justice Research Lab.



New Fellowship

We are excited to announce the **Praxis Fellowship in Community Organizing and Social Change**, a three-quarter program co-sponsored by CCSRE. In Fall 2016, 10 to 15 students will be selected and placed with an organization engaged in community organizing and racial justice work. These fellows will complete a curriculum of three courses: Solidarity and Racial Justice, Grassroots Community Organizing, and the Community Organizing Practicum. In the Spring quarter, fellows will complete capstone projects. And throughout the year, fellows will meet with long-time organizers and faculty mentors.

CSRE UNDERGRADUATE PROGRAM AWARDS & PRIZES

2014-2015

GALARZA AWARDS

Ernesto Galarza Award for Undergraduate Research

Ali Barajas

Arturo Islas, Jr. Prize

Clarisa Reyes-Becerra

CSRE

Award for Community Outreach and Engagement

Henry Garcia
Katherine Nasol

Margarita Ibarra CSRE Community Building Award

Jonathan Spratley

Faculty Recognition Award

John Rickford

Albert M. Camarillo Senior Paper Prize

Dahlton Brown

George M. Fredrickson Award for Excellence in Honors Research

Shelby Sinclair

George M. Fredrickson Award for Excellence in Honors Research Honorable Mention

Clarisa Reyes-Becerra

2015-2016

GALARZA AWARDS

Arturo Islas, Jr. Prize

Peter Phillip Madsen

CSRE

Award for Community Outreach and Engagement

Sammie Ablaza Wills

Margarita Ibarra CSRE Community Building Award

Leow Hui Min Annabeth

Albert M. Camarillo Senior Paper Prize

Trent Woodward

George M. Fredrickson Award for Excellence in Honors Research

Alizabeth McGowan

George M. Fredrickson Award for Excellence in Honors Research Honorable Mention

Peter Madsen

Service Learning:

Since 2014, we have been pleased to award 21 of our graduating students with a Community Engagement Distinction for completing three or more community engagement experiences while at Stanford.

2014-2015

Community Outreach and Engagement

Henry Garcia and Katherine Nasol

2015-2016

Community Outreach and Engagement

Sammie Ablaza Wills

2014-2015 CENTER HIGHLIGHTS



The Undergraduate Program in Comparative Studies in Race & Ethnicity, Ethics in Society, & The Sohalb and Sara Abbasi Program in Islamic Studies present a discussion of *Academic Freedom and Middle East Studies*

ACADEMIC FREEDOM IN CONTEXT OF THE ISRAEL-PALESTINE CONFLICT:

A Talk by Steven Salaita
Thursday, February 19, 5:00 PM
History Corner, Room 307



Steven Salaita is an independent scholar. He is author of six books, most recently *Israel's Dead Soul*.

Depositor:

Moderator:

Liu
Professor
of Literature, Stanford
Program in
Race and Ethnicity

10TH ANNUAL ANNE AND LOREN KIEVE DISTINGUISHED SPEAKER LECTURE
CENTER FOR COMPARATIVE STUDIES IN RACE AND ETHNICITY (CCSRE)

NANCY CANTOR
CHANCELLOR, RUTGERS UNIVERSITY-NEWARK

**THE LOOKING GLASS UNIVERSITY:
LISTENING TO STRANGERS AND TENDING TO DEMOCRACY**

FRIDAY, MAY 29 | 4:00-5:30 PM
Munger Conference Center, Paul Brust Hall (East)

Reception to Follow (Free & open to public)
To RSVP, please visit our website: ccsre.stanford.edu

Moderated by: Anthony Antonio, Associate Professor of Education

In colleges and universities, both public and private, increasingly attuned to our public mission - to be a place of knowledge, opportunity, and collaboration - it becomes all the more crucially and bravely urgent the urgency to better hone our skills, to "work with publics, for public purposes, in public," as political theorist Henry Shue calls us to do. In a landscape where social issues, being connecting and an ever increasing population speak in place, more thoughtfully engaging our public mission with open what we shall do requires humility, not altogether to bridge and mending the social infrastructure's institutions are being, changing our reflection on it.

NANCY CANTOR is Chancellor of Rutgers University and has a long and distinguished record as a leader of the university to be not traditional " ivory tower" institutions in their communities. Her extensive work as an expert of diversity, immigration, and social justice Center is also a Stanford alum; she received her PhD from Stanford.

CCSRE provides financial support for speakers.



THE ART OF ACCEPTANCE Wednesday, 4/8 at 7pm

Join us as we celebrate the strength and endurance of our Japanese-American community with a performance by Stanford Taiko and Dr. Stephen Murphy-Shigematsu.

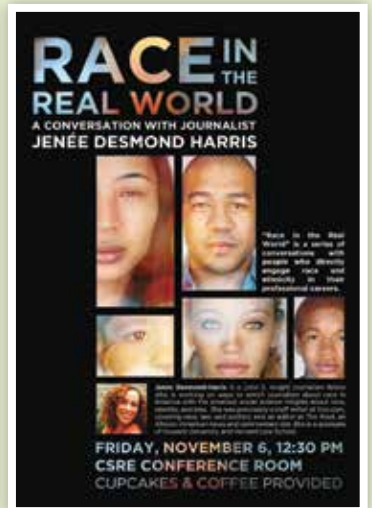
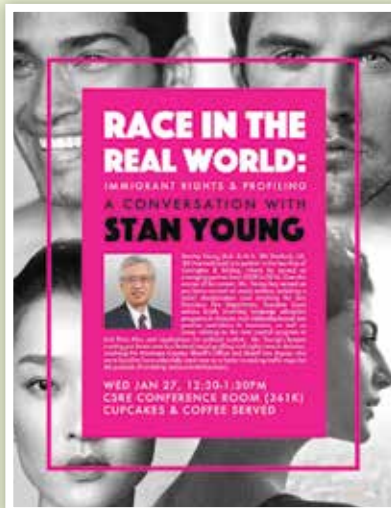
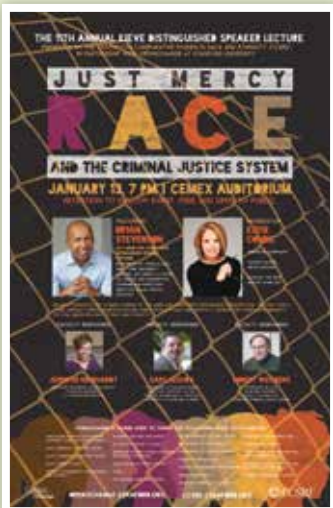


For 22 years, Stanford Taiko has brought awareness of this special form of Japanese drumming to the greater community. Composed of Stanford students under the guidance of the Department of Music, Stanford Taiko has developed its own style of performance and hosts an entirely original, student-composed repertoire.

Dr. Murphy-Shigematsu is an American-Japanese national psychologist and co-founder of LifeWorks at Stanford University. Shikata De Nagai references the particularly Japanese quality of emotional and spiritual liberation through acceptance. His unique perspective speaks to the challenges of race, ethnicity and cultural belonging faced by hybridized communities.

At the Roble Theater - On Stanford Campus, 374 Santa Teresa Street

2015-2016 CENTER HIGHLIGHTS



COMMENCEMENTS



CCSRE 10TH ANNUAL KIEVE DISTINGUISHED SPEAKER LECTURE



Newark Chancellor Nancy Cantor speaks on higher education's public mission

Speaking in Paul Brest Hall in May 2015, Chancellor of Rutgers University – Newark Nancy Cantor delivered a lecture on the vital necessity of both public and private colleges and universities to meaningfully engage with their communities. Citing political theorist Harry Boyte, Cantor argued that today's faculty and administrators in higher education must "work with publics, for public purposes, in public."

Entitled "The Looking Glass University: Listening to Strangers and Tending to Democracy," Cantor's lecture was the tenth in the Annual Anne and Loren Kieve Distinguished Speaker Series.

The Kieve Lecture is supported by Stanford alum and CCSRE advisory board member Loren Kieve '69 and his wife Anne. Since 2005, it has enabled CCSRE to invite leading scholars, intellectuals, and artists to Stanford to address critical issues involving race and ethnicity. Recent speakers include National Book Award winner Maxine Hong Kingston and Pulitzer Prize winner Junot Díaz.

Cantor took aim at the longstanding notion of colleges and universities as "ivory towers," arguing that they should instead step up as "anchor institutions" that work in cross-sector collaboration with private and public enterprises and organizations to strengthen the immediate economy, as well as the social mobility of local residents of all ethnicities and economic backgrounds.

"Those partnerships have to be sustained and sustainable, well beyond the calendar of any given grant or service learning course," said Cantor. "Not only do we have to learn how to listen and to partner, but we also must support and reward this collaborative, long-term work, the success of which may be hard to monetize and evaluate. Yet, that is what it will take to change the map of inequality and opportunity."

Referencing a study by CEOs for Cities, a nonprofit in Chicago, Cantor reported that "across the 51 largest metro regions in the US, a one percent increase in post-secondary attainment rates of residents would translate into \$154 billion dollars in annual aggregate income across those regions." These metrics, Cantor said, "both tell you the stunning impact of higher education, and how far we have to go."

Characterizing Newark as "a legacy city of hope and hardship, that defines the very notion of survival," Cantor underscored how cross-sector collaborations in that area have strengthened local higher education graduation rates and social mobility, as well as improved Newark's economy.

In order to create an effective and enduring collaboration, Cantor emphasized the importance of listening to those who best know the lay of the land—its assets as well as its vulnerabilities. She quoted Mary Alice Smothers, a grandmother and longtime neighbor to the Syracuse University campus where Cantor has previously served as Chancellor and President: "Ask us...this is where we lay our heads down at night."

In order to create an effective and enduring collaboration, Cantor emphasized the importance of listening to those who best know the lay of the land—its assets as well as its vulnerabilities.

Among several working examples Cantor that held up was GlassRoots, a nonprofit 501(c)(3) organization with strong ties to Rutgers, and a recipient of generous corporate and government grants. GlassRoots teaches the science, art, and entrepreneurial business of glassmaking to community youth, clarifying their career paths and vitalizing Newark's art and education scene.

Partnerships such as these, Cantor says, form part of the "barn raising" democratic process that enables institutions of higher education, private enterprise, and local communities to invest in mutual success, since a well-educated and socially mobile community tends to attract talented faculty and students, as well as lucrative business opportunities.

Cantor's use of barn raising as a metaphor tied in neatly with her advocacy for a resurgence of the spirit of the Morrill Land-Grant Act statutes that directly benefitted Rutgers in the Civil War era. The Morrill Act enabled the creation of land-grant colleges with the twin goals of educating the children of agricultural and industrial workers, as well as linking universities to the economic situation of their states.

"We need a new Morrill era, one in which not only all of higher education but other sectors as well—business, government, non-

profits, community organizations, faith-based institutions—band together in a variety of place-based organizations to drive change in the opportunity map."

Cantor's lecture was followed by an open discussion with members of the Stanford academic and professional communities. The segment was moderated by Anthony Lising Antonio, Associate Professor of Education and Associate Director of the Stanford Institute for Higher Education Research.

In addition to marking the 10th annual Kieve Lecture, Cantor's visit served as a scholarly homecoming, as she received her Ph.D. in Psychology from Stanford in 1978.



– Fabrice Palumbo-Liu

Fabrice writes about the humanities at Stanford.

This article previously appeared in Stanford News online publication, The Dish



Professor Anthony Lising Antonio in conversation with Chancellor Nancy Cantor.

CCSRE 11TH ANNUAL KIEVE DISTINGUISHED SPEAKER LECTURE



Breaking Down to Build Justice

I want to talk tonight about solutions. I believe we can change this nation, I believe we have to change this nation. I think we can create more justice in this country," said lawyer and social justice activist Bryan Stevenson, as he delivered CCSRE's 11th Annual Kieve Distinguished Speaker Lecture on January 13, 2016 at Stanford's CEMEX Auditorium.

Under the heading "Just Mercy: Race and the Criminal Justice System," Stevenson called on a packed audience to fix America's criminal justice system by pursuing concepts of proximity, changing narratives on crime, protecting hope, and accepting discomfort for a just cause.

Stevenson's speech was followed by a roundtable discussion moderated by Award-winning journalist and Yahoo! Global Anchor Katie Couric, featuring Stanford faculty responders including Associate Professor of Psychology Jennifer Eberhardt, Professor of Political Science Gary Segura, and Professor of Law Robert Weisberg.

In addition to his legal work, Stevenson is a professor at NYU Law School and the author of the *New York Times* bestseller *Just Mercy: A Story of Justice and Redemption*. Stevenson has successfully argued several cases before the United States Supreme Court, and is the founder and Executive Director of the Equal Justice Initiative in Montgomery, Alabama. EJI extends Stevenson's mission against the crises of poverty and unfair incarceration, as well as the racial biases that perpetuate both.

The speaker began his Kieve lecture with a stark look at how mass incarceration has spiked dramatically in the United States, accompanied by far-reaching "collateral consequences." Stevenson cited statistics including a leap in the jail and prison population from 300,000 in 1972 to 2.3 million today, a diagnosis of mental illness in 50% of that demographic, and a 640% increase in the imprisonment of women—70% of whom are single parents, which results in a displaced next generation. "You're dramatically more likely to go to prison if you're the child of an incarcerated parent," said Stevenson.

Describing how the prison system strips away the ability to vote and other essential opportunities in many states, Stevenson said he was most alarmed by the statistic from the Bureau of Justice "that now predicts that one in three black male babies born in this country is expected to go to jail or prison...It bothers me because I see, in poor and minority communities, hope being crushed."

Stevenson's experiences representing America's most disadvantaged defendants—as well as confronting hard questions about individual and collective accountability—have spurred him to create a four point plan to make equal justice a concrete reality across the United States.

continued on pg.22

Getting Proximate

The first step centers on Stevenson's idea of "proximity": "We have too many policy makers trying to make solutions to problems from a distance [and getting] it wrong...I'm persuaded that we've got to get closer to the parts of our community where there's poverty and inequality...to people in [and getting out of] jails and prisons. If we want to do something about racial inequality, those are the places where that racial inequality is most manifest."

Much of Stevenson's work involves representing children who are prosecuted as adults. "We have this phenomenon in America where we're sending children to adult jails and prisons—250,000 kids serving long prison sentences. There is no minimum age for trying children as adults in 15 states—9, and 10, and 11, some sentenced to die in prison as young as 13 and 14 years old. The only way we can make sense of this is being so far away that we don't see the details."

Stevenson reminded audience members of the common advice to avoid "bad" neighborhoods and schools—then turned that caution on its head, warning instead against the perils of indifference and underestimating one's ability to make a difference. Said the speaker, "We've got to get closer to those places where there's poverty and abuse and neglect...Sometimes you don't think you have the tools and skills necessary to change these things, but I'm here to tell you that just sometimes getting proximate can make a difference."

Changing Narratives

The second step toward creating more justice, said Stevenson, involves changing "the narratives that sustain inequality and injustice."

Underscoring the anomaly of American attitudes toward ethnic struggles, Stevenson held up South Africa, Rwanda, and Germany as cultures that recognized they could not recover from apartheid and genocide "without truth and reconciliation." He drew attention to the numerous markers in Berlin placed at the homes of abducted and murdered Jewish families, noting that "the Germans have a commitment to talking about the Holocaust."

With the Equal Justice Institute, Stevenson hopes to achieve a change in perspective by putting markers on every lynching site in the U.S., to help the nation "understand what it means to be burdened by our history...not just for people of color, but for everybody...There

is a better way for us to intersect with one another than what we have experienced, but we will not get there unless we change the narrative."

Protecting Hope

"I am persuaded that hopelessness is the enemy of justice...When you begin to accept that these are problems to big for us to confront, to change, to challenge, you are going to contribute to the problems of injustice...Hope is what gets you to stand when other people say 'sit down.'"

Describing how the prison system strips away the ability to vote and other essential opportunities in many states, Stevenson said he was most alarmed by the statistic from the Bureau of Justice "that now predicts that one in three black male babies born in this country is expected to go to jail or prison...It bothers me because I see, in poor and minority communities, hope being crushed."

Stevenson recounted how, as a young lawyer, he was invited a number of times to join Rosa Parks, Johnnie Carr, the organizer of the Montgomery bus boycott, and Virginia Durr, whose husband Clifford Durr had represented Dr. King.

These pioneers did not simply reminisce over past achievements, but brainstormed with hope for future progress towards equality and justice. When Parks asked Stevenson to describe the goals of his Equal Justice Initiative and he replied with "my whole rap," Parks responded, "That's going to make you tired, tired, tired." Carr then leaned forward to tell him, "That's why you've got to be brave, brave, brave."

"It takes courage to be hopeful when we are confronting the kind of inequality that we have to confront," affirmed Stevenson in his speech.

Doing Uncomfortable Things

In outlining his fourth step, Stevenson acknowledged that seeking out proximity often demands a forfeit of comfort. "I've never found a situation where equality prevailed when people only did what's comfortable and convenient...Sometimes you've

got to position yourself in uncomfortable places and you've got to be a witness."

After an especially arduous case in which his intellectually disabled client was executed, Stevenson was struck with turmoil over his mission. He thought, "Why do we want to kill all the broken people in this country?" and considered abandoning his work. "And then I realized why I do what I do. All of my clients are broken people. I represent the broken. People broken by poverty, broken by [racism, neglect, and abuse]. I work in a broken system. We've got too many people who are too far away, who are not proximate, and have power, that are making judgments that are unjust."

"I realized that night that I do what I do because I'm broken, too." Stevenson professed that pursuing the four objectives he had defined that evening would "break you...But I'm here to tell you there's a power in the broken...this country will be saved when broken people reach out and find and claim their humanity. It is the broken who understand the power of mercy [and] the need for compassion...who can lead us to the places where justice must prevail."

Discussing Solutions

Among several questions concerning the roles of race and ethnicity in criminal justice posed to faculty responders, moderator Couric asked Professor Eberhardt about the progress of her research on racial bias in law enforcement.

Elaborating on the effectiveness of proximity via fieldwork and onsite research, the social psychologist described how she enlisted members of law enforcement to both learn from and participate in her studies: "All of the conversations [concerning race had previously] been accusatory, where the only way they could deal with race was under the threat of litigation or being monitored. There was no way to safely examine the problem. Talking about implicit bias and the way in which we all can be affected by it allowed them to have this conversation that we weren't [previously] having."

When asked by Couric to shed more light on the impact of researching racial bias in the criminal justice system, Professor Weisberg said that it would be worthwhile to research "ground-level country prosecutors" because of the significant discretionary power of sentencing that they currently wield, juxtaposed by the difficulty that researchers have in "getting into their offices."

To help identify the concept of white privilege, Professor Segura suggested asking white Americans whose parents and grandparents owned homes, or were union members, to consider that homes

appreciated in value due to practices of racial segregation, and that even after the 1964 Civil Rights Act union policies gave special consideration to legacies, who at that time were all white.

Said Segura, "Calling out white privilege, not in an angry way, but explaining how an average middle class white person is still the beneficiary of decades of systematic bias and exclusion, is the first step towards getting people to understand that the world is not just."

Stevenson closed the evening with a mixture of reassurance and exhortation: "I think we can [lay some of these burdens down as a whole nation]—but we've got to commit ourselves to telling the truth, and we haven't really done much of that."

This 2016 Kieve lecture was presented by CCSRE in partnership with Stanford's OpenXChange initiative, a community-wide yearlong initiative intended, in President John Hennessy's words, "to strengthen the Stanford community through purposeful engagement [and to] underscore Stanford's commitment to meaningful interchange and thoughtful listening, as well as mutual respect even around areas of intense disagreement."

The Kieve Lecture, supported by Stanford alumnus and CCSRE advisory board member Loren Kieve, '69 and his wife, Anne Kieve, invites scholars, intellectuals and artists to campus to address critical issues involving race and ethnicity. Recent speakers include National Book Award winner and writer Maxine Hong Kingston as well as higher education leader and chancellor of Rutgers University-Newark Nancy Cantor.



– Fabrice Palumbo-Liu

Fabrice writes about the humanities at Stanford.



CCSRE faculty and event speakers: Professor Al Camarillo, roundtable moderator Katie Couric, Kieve Lecturer Bryan Stevenson, and Professor Hazel Markus.

CCSRE FACULTY RESEARCH FELLOWS

A PROGRAM OF THE RESEARCH INSTITUTE OF CSRE

CCSRE's Faculty Fellows Program, launched in 2012, is designed to celebrate and promote the work of Stanford scholars who focus on race, ethnicity, and inequality in their research. The goals of this year-long fellowship are to both provide Stanford faculty with recognition and research support as well as bring together CCSRE's interdisciplinary community to discuss and debate cutting-edge research produced by colleagues on campus. Each fellow's work is featured in our Quarterly Book Salon—or Chautauqua—Series.

2014-2015 FACULTY RESEARCH FELLOWS



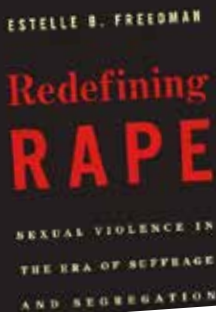
Beyond Black
and White:
Multiracial Attitudes
in Contemporary
U.S. Politics



LAUREN DAVENPORT

Assistant Professor of Political Science

Politics Beyond Black and White:
Multiracial Identity and Attitudes in
America (Book Manuscript)



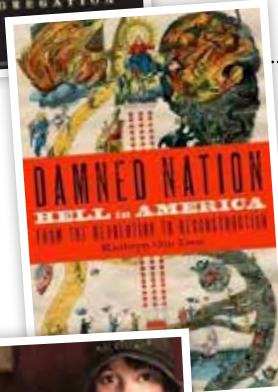
ESTELLE B. FREEDMAN
Redefining
RAPE
SEXUAL VIOLENCE IN
THE ERA OF SUFFRAGE
AND SEGREGATION



ESTELLE FREEDMAN

Edgar E. Robinson Professor in History

Redefining Rape: Sexual Violence in the
Era of Suffrage and Segregation



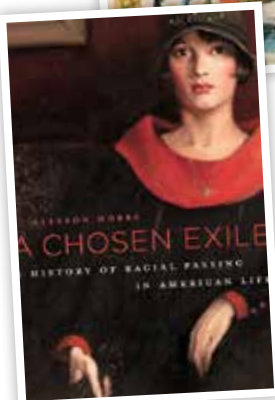
DAMNED NATION
HELL IN AMERICA
FROM THE REVOLUTION TO RECONSTRUCTION



KATHRYN GIN LUM

Assistant Professor of Religious Studies

Damned Nation: Hell in America from
the Revolution to Reconstruction



ALLYSON HOBBS
A CHOSEN EXILE
HISTORY OF RACIAL PASSING
IN AMERICAN LIFE

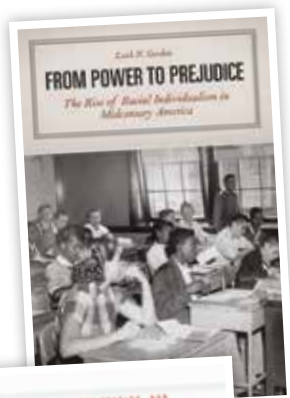


ALLYSON HOBBS

Assistant Professor of History

A Chosen Exile: A History of Racial
Passing in American Life

2015-2016 FACULTY RESEARCH FELLOWS



LEAH GORDON

Assistant Professor of Education

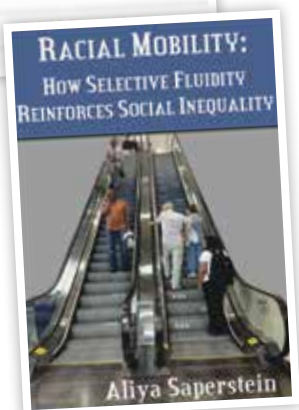
From Power to Prejudice: The Rise of Racial Individualism in Midcentury America



PAULA MOYA

Professor of English and (by courtesy) Iberian and Latin American Cultures

The Social Imperative: Race, Close Reading, and Contemporary Literary Criticism



ALIYA SAPERSTEIN

Assistant Professor of Sociology

Racial Mobility: How Selective Fluidity Reinforces Social Inequality (Book Manuscript)



Students and faculty attending CCSRE's popular quarterly Faculty Seminar Series at the Black Community Services Center.

2014-15 RICSRE FACULTY SEMINAR SERIES



Listening to Chicana Singers, Sounding Borderlands Imaginaries

October 16, 2014

DEBORAH VARGAS

Associate Professor of
Ethnics Studies, University
of California at Riverside



Latino America: How America's Most Dynamic Population is Poised to Transform the Politics of the Nation

November 6, 2014

GARY SEGURA

Professor of American Politics, Stanford University
and

MATT BARRETO

Professor of Political Science, University of Washington



Reading Race: From Ferguson, Missouri to Morrison's "A Mercy" and Back Again

January 15, 2015

PAULA MOYA

Professor of English,
Stanford University



Computational Narrative for Empowerment and Expression

February 19, 2015

D. FOX HARRELL

Associate Professor
of Digital Media,
Massachusetts Institute
of Technology



Cultural Pluralism, Alterity, and Equity: Affirmative Action's Challenges

March 12, 2015

**PETRONILHA BEATRIZ
GONÇALVES E SILVA**

Professor Emerita of
Education and Racial-Ethnic
Relations, Federal University
of São Carlos, Brazil



Strangers all Around: Immigration and the Transformation of the Individual American

April 9, 2015

TOMÁS JIMÉNEZ

Associate Professor
of Sociology, Stanford
University



Culling the Masses: The Democratic Origins of Racist Immigration Policy in the Americas

May 14, 2015

DAVID FITZGERALD

Professor of Sociology, University
of California at San Diego

2015-16 RICSRE FACULTY SEMINAR SERIES



The LONG History of America-China Relations

October 28, 2015

GORDON CHANG

Olive H. Palmer Professor in the Humanities and Professor of History, Stanford University



Insurgency or Mainstream Politics: How Emotions Influence the Political Strategies Blacks Pursue to Alleviate Racial Inequality

*November 18, 2015

ANTOINE BANKS

Associate Professor of Government and Politics, University of Maryland



James Baldwin: A People's Prophet

January 20, 2016

MICHELE ELAM

Professor of English, Stanford University



Latinos and the U.S. Farmworker Rights Movement: The Traumas of Then and Now

February 24, 2016

LORI FLORES

Assistant Professor of History, State University of New York at Stony Brook



An Agenda Beyond Immigration: Latinos and the Politics of Climate Change

*March 2, 2016

STELLA ROUSE

Associate Professor of Government and Politics, University of Maryland



Belonging Nowhere: Marginalization and Radicalization Risk Among Muslim Immigrants

April 20, 2016

SARAH LYONS-PADILLA

Research Scientist at SPARQ (Stanford Center for Social Psychological Answers to Real-world Questions)



A Culture of Identity Choice: Assertions of Mixed Race, Transgender, and Other Identities and the Implications for Politics

*May 18, 2016

NATALIE MASUOKA

Associate Professor of Political Science, Tufts University

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

*2015-16 Seminar Series Spotlight on Race and Politics, in collaboration with the Institute on the Politics of Inequality, Race, at Ethnicity at Stanford (InsPIRES)

VISITING SCHOLARS AND GRADUATE FELLOWS

2014-16 CCSRE VISITING SCHOLARS

PETRONILHA BEATRIZ GONÇALVES E SILVA

Education and Racial-Ethnic Relations (Emerita)
Federal University of São Carlos, Brazil

ELIZABETH BERGMAN

Political Science
Cal State East Bay

STACEY JESSIMAN DE NANTEUIL

Law
CHDR Consulting, Inc., Canada

JENNY HEIJUN WILLS

English
University of Winnipeg, Canada



2014-2015 Grad Fellows

MarYam Hamedani: CCSRE Associate Director, Jonathan Leal: Modern Thought and Literature, Long Le-Khac: English, Rosie Nelson: Education, Mark Gardiner: Anthropology, Bethany Nichols: Sociology, Adam Horowitz: Sociology, Ana Franco: Political Science

Not Pictured: Alyssa Fu: Psychology, Andres Garza: Modern Thought and Literature, Lindsay Montgomery: Anthropology, Juan Manuel Pedroza: Sociology, Patricia Seo: Sociology



2015-2016 Grad Fellows

Top Row: Mark Gardiner: Anthropology, Zoe Cullen: Economics, Rosie Nelson: Education, Aala Abdelgadir: Political Science, Jonathan Leal: Modern Thought and Literature

Bottom Row: Annie Atura: English, Yanshuo Zhang: East Asian Languages and Cultures, Kody Manke: Psychology, Camilla Griffiths: Psychology, MarYam Hamedani: CCSRE Associate Director

Not Pictured: Renee Lizcano: Education, Bethany Nichols: Sociology

NEWS FROM FORMER VISITING FACULTY & GRADUATE FELLOWS

NEWS FROM FORMER VISITING FACULTY FELLOWS

William Bauer (2011-2012) is Associate Professor at the University of Nevada, Las Vegas. His book, *California Through Native Eyes: Reclaiming History*, was published by University of Washington Press in June 2016.

Anthony Bogues (2011-2012) was appointed Asa Messer Professor of Humanities and Critical Theory at Brown University.

Dolores Inés Casillas (2010-2011) received an honorable mention for best monograph in Latina/o Studies by the Latina/o Studies Section of the Latin American Studies Association. Her book, *Sounds of Belonging: U.S. Spanish-language Radio and Public Advocacy*, was published by New York University Press in October 2014.

Sin Yi Cheung (2010-2011) published eight journal articles and a book chapter since 2015, including a co-authored paper with C. Matthew Snipp on changes in racial and gender inequality since 1970 in *The ANNALS of the American Academy of Political and Social Science* and a paper on refugee integration in *International Migration*.

Sergio De La Mora (2010-2011) published two articles based on the research he conducted while in residence at CCSRE, including "Arturo Ripstein's and Paz Alicia Garciadiego's Lucha Reyes and the Aesthetics of Mexican Abjection" in *Studies in Spanish and Latin American Cinemas*.

Michele Elam (2002-2003) published *The Cambridge Companion to James Baldwin* in April 2015. She also published two articles (both on Baldwin), a book-review essay, and gave an invited lecture at Princeton's Center for African American Studies. She is Chair of the Modern Thought & Literature program at Stanford.

Bridget Ford (2011-2012) has led the California State University faculty in redesigning U.S. history survey courses for the past two years, with funding from the CSU Chancellor's Office. Her book, *Bonds of Union: Religion,*

Race, and Politics in a Civil War Borderland, was published by University of North Carolina Press in Spring 2016. She also directs CSU East Bay's University Honors Program.

Jewelle Taylor Gibbs (2001-2002) was honored as "Alumna of the Year" by the School of Social Welfare at the University of California, Berkeley in May 2015. In October 2015, she and her husband, Professor Emeritus James L. Gibbs, Jr. (Senior Faculty Fellow, 2001-2002), were honored as founders of the Museum of the African Diaspora in San Francisco.

Michael Hames-García (2002-2003) joined the board of directors of Sponsors, Inc., which provides transitional housing and employment opportunities to people who are released from prison and jail in Oregon.

Ange-Marie Hancock (2006-2007) published her third book *Intersectionality: An Intellectual History* with Oxford University Press. It is the first of a two-book project.

Gaye Theresa Johnson (2008-2009) is now Associate Professor of Chicana/o Studies and African American Studies at the University of California, Los Angeles.

Mark Johnson (2002-2003) authored the exhibition catalog *China's Changing Landscape: Contemporary Chinese Ink* (Nordiska Akvarellmuseet, 2014). Journal articles include, "Shit Be Tight: Carlos Villa's Artist Activism" in *Asian Diasporic Visual Culture of the Americas* (inaugural issue, 2014). Book chapters include "Taiping Tienguo" in *Taiping Tienquo: A History of Possible Encounters* (2015: Sternberg Press, Berlin).

Barbara Krauthamer (2004-2005) was appointed Associate Dean of the Graduate School at the University of Massachusetts, Amherst. She is completing a book on the history of free and enslaved African American women during the age of the American Revolution; an excerpt from this work will appear in a forthcoming volume of the *Journal of the Early American Republic*.

Amanda Lewis (2003-2004) accepted a new position as the director of the Institute

for Research on Race and Public Policy at the University of Illinois, Chicago where she is also on the faculty in African American Studies and Sociology. Her book (with co-author John Diamond), *Despite the Best Intentions: Why Racial Inequality Persists in Good Schools*, was published by Oxford University Press in September 2015.

Melissa R. Michelson (2009-2010) published "Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals" in the *American Political Science Review*. Her latest book, *Listen, We Need to Talk: How to Change Attitudes about LGBT Rights*, will be released by Oxford University Press in January 2017.

Stephen Murphy-Shigematsu (2003-2004) was visiting professor at Meiji University in Tokyo in 2015. In 2016 he taught three courses in CSRE, including two new ones: "Trauma, Healing, and Empowerment" and "Making Peace in Ourselves and in the World." His book, *Mindful Transformation*, will be published in 2016 by Kodansha Publishing.

Celine Parreñas Shimizu (2009-2010) is now full professor of Cinema Studies at San Francisco State University. She published an article on women of color in 1970s exploitation films in the *Quarterly Review of Film and Video* and another article on Asian American male sexualities on the internet in *Positions: Asia Critique*.

Ana Elena Puga (2010-2011) is head of the Performance/History/Theory area of the Theatre Department at Ohio State University. She's proud of how their MA and Ph.D. programs combine training in theory and practice to produce well-rounded theater scholars who can also participate fully in at least one element of theatrical production: acting, directing, playwriting, stage management, or dramaturgy.

Jennifer Richeson (2004-2005) is Professor of Psychology at Yale University as of July 2016. In 2015, she was elected to the National Academy of Sciences and was awarded a Guggenheim Fellowship.

Dorothy Roberts (2007-2008) received a 2015-2016 American Council of Learned Societies Fellowship for a new book project on "Interracial Marriage and Racial Equality in

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NEWS FROM FORMER VISITING FACULTY & GRADUATE FELLOWS

continued from pg.29

Chicago, 1937-1967" and the 2015 Solomon Carter Fuller Award from the American Psychiatric Association for "providing significant benefit to the quality of life for Black people." She was also elected to the Board of Directors of the American Academy of Political and Social Science.

Cherene Sherrard-Johnson (2011-2012)

is now the Sally Mead Hands-Bascom Professor of English at the University of Wisconsin, Madison. She also edited the critical anthology *A Companion to the Harlem Renaissance*, published by Wiley-Blackwell in summer 2015.

Sabrina Zirkel (2005-2006) was appointed Dean of the School of Education and Counseling Psychology at Santa Clara University in 2016. Her most recent papers include: "Negotiating the Contested Terrain of Equity-Focused Change Efforts in Schools" (*Urban Review*), "Race and Belonging in School" (*Teachers College Record*), and "A Critical Examination of Conceptualizations of Black Racial Identity in Education" (*Educational Researcher*).

NEWS FROM FORMER GRADUATE FELLOWS

Lalae Ameeriar (GDF2006-2007) is Assistant Professor of Asian American Studies at the University of California, Santa Barbara. During the 2016-17 year, she will be a member of the School of Social Science at the Princeton Institute for Advanced Study and a University of California President's Faculty Research Fellow in the Humanities. Her first book, *Downwardly Global*, will be published by Duke University Press in 2017.

Isabel Awad (GDF2005-2006) has been tenured and promoted to Associate Professor at the Department of Media and Communication of Erasmus University, Rotterdam. Her recent publication, "Journalism, Poverty and the Marketing of Misery: News from Chile's 'Largest Ghetto,'" appeared in the *Journal of Communication*.

Shana Beth Bernstein (TF2001-2002) began a new position as Clinical Associate Professor of Legal Studies at Northwestern University. She was formerly Associate Professor of History

at Southwestern University. She spent her first year at Northwestern as an Op Ed Project Public Voices Fellow and published several op eds in outlets including *Pacific Standard*, *Talking Points Memo*, *American Prospect*, and the Hill Congress Blog.

Mark Brilliant (GDF2000-2001) is Associate Professor of History and American Studies at University of California, Berkeley. He is currently working on his next book, tentatively titled *From School Bus to Google Bus: A New Economy, A New Politics, and the Rise of the New Gilded Age*.

Maneka Brooks (GDF2012-2013) is Assistant Professor at Texas State University. In May 2015, her article "It's Like a Script": Long-Term English Learners' Experiences with and Ideas about Academic Reading" was published in *Research in the Teaching of English*. She was also awarded the Literacy Research Association's STAR Mentoring Fellowship.

Sapna Cheryan (TF2006-2007), Associate Professor of Psychology at University of Washington, will be a fellow at the Center for Advanced Study in the Behavioral Sciences (CASBS) at Stanford during the 2016-2017 academic year.

Lori Flores (GDF2009-2010) is Assistant Professor of History at the State University of New York, Stony Brook. She just published her first book, *Grounds for Dreaming: Mexican Americans, Mexican Immigrants, and the California Farmworker Movement* (Yale, 2016), which won the Gita Chaudhuri Book Prize Honorable Mention and is currently a finalist for the International Latino Book Awards. She also helps to host the "New Books in Latino Studies" podcast for the New Books Network.

Alyssa Fu (GF2009-2012 and GDF2014-2015) received an Asian American Studies Research Award and a Centennial Teaching Assistant Award from Stanford. She is now Program Director at Insight Data Science.

Mark Gardiner (TF2014-2016) completed his Ph.D. in June and is now a Lecturer in the Program in Writing and Rhetoric at Stanford.

Mishuana Goeman (GDF2001-2002) is Vice Chair of Gender Studies at UCLA. She is a co-PI of a technology project Mapping Indigenous L.A. 2015 publications include: "Flirtations at the

Intersections: Unsettling Liberal Multiculturalism" in the *Journal of Critical Ethnic Studies*, book chapter "Disrupting a Settler Grammar of Place in Hulleah Tsinhnahjinnie's 'Photographic Memoirs of an Aboriginal Savant'; and "Land as Life: Unsettling the Logics of Containment."

Jennifer Harford Vargas (GDF201-2011)

is co-editor of *Junot Díaz and the Decolonial Imagination*, which was published by Duke University Press in January 2016. José David Saldívar, former Director of CCSRE, is one of the other co-editors. The book came out of a symposium at Stanford that CCSRE helped fund.

MarYam Hamedani (TF2007-2008), current Associate Director of CCSRE, will be transitioning to a new position at Stanford's Center for Social Psychological Answers to Real-world Questions or SPARQ this fall. She published a report series with the Stanford Center for Opportunity Policy in Education in 2015, titled *Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth*, and two papers about difference-education, a new social psychological intervention to improve educational outcomes for underrepresented students, in *Psychological Science* (2014, 2015).

Adam Horowitz (TF2014-2015) was a recipient of Stanford's 2015 Walter J. Gores Award for Excellence in Teaching and the Vice Provost for Graduate Education's Gerald J. Lieberman Fellowship. Along with Tomás R. Jiménez, he is author of the "Whitewashing Mediocrity," appearing in the Summer 2015 issue of *Contexts*.

Jolene Hubbs (GDF2008-2009) was tenured and promoted to Associate Professor of American Studies at the University of Alabama. In 2015, her essays and reviews appeared in *African American Review*, *Mississippi Quarterly*, *Southern Literary Journal*, and *Teaching Tainted Lit: Popular American Fiction in Today's Classroom*.

Tristan Ivory (GF2008-2011 and TF2012-2013) is completing the second year of a two-year postdoctoral fellowship with the Center for Research on Race and Ethnicity in Society and the Department of Sociology at Indiana University. His forthcoming article, "Strategic Ethnic Performance and the Construction of Authenticity in Urban Japan," will be published in *Ethnic and Racial Studies*. He was awarded a

NEWS FROM FORMER VISITING FACULTY & GRADUATE FELLOWS

university grant from Indiana University to hold an international workshop at Sophia University in Tokyo, Japan.

Destin Jenkins (GF2010-2013 and GDF2013-2014) is a postdoctoral fellow at the Charles Warren Center for Studies in American History at Harvard University.

Long Le-Khac (GDF2014-2015) joined the faculty at Washington University in St. Louis as an Assistant Professor of English. He is teaching post-World War II American literature with an emphasis on multi-ethnic literatures, and he is excited to be involved in building an Asian American studies program at Wash U.

Diane Sookyoung Lee (TF2013-2014) is Assistant Professor of Education at the California State University, Sacramento. Her article on "The Resilience of Transracial Korean American Adoptees: Cultural Crisis and the Mediating Effects of Family Conflict and Cohesiveness during Adversity" was published in *Adoption Quarterly*. She also joined the Board of Directors for the GreenHouse Community Center in Sacramento, which serves children and teens from low-income backgrounds.

Kody Manke (TF2015-2016) is now a Visiting Assistant Professor in Psychology at Carnegie Mellon University.

Lindsay Montgomery (GDF2014-2015) received her Ph.D. from the Department of Anthropology and was a postdoctoral fellow with the Denver Museum of Nature and Science for the 2015-2016 academic year.

Marisol Negrón (TF2002-2003) is Assistant Professor of American Studies and Latin@ Studies at the University of Massachusetts, Boston. Her book manuscript, tentatively titled *Made in NuYoRico: Salsa as Commodity and Cultural Sign in New York and Puerto Rico*, is under review for publication. Her recent articles have appeared in the *Journal of Popular Music Studies* and the *Latino Studies Journal*. She is also part of a core faculty that created, and is now leading, the MA program at UMass Boston in Transnational, Cultural, and Community Studies.

Luis Poza (GF2009-2012) is Assistant Professor of Culturally and Linguistically Diverse Education at the University of Colorado, Denver. In 2015, he won the Outstanding

Dissertation Award from the Bilingual Education Research special interest group of the American Educational Research Association.

Katherine Rodela (GF2008-2011) is Assistant Professor of Educational Leadership at Washington State University, Vancouver. She recently published "Undocumented Educational Leadership: The Development of Latina Mothers into Emergent Social Justice Leaders" from her dissertation research. In 2015, Katherine received a New Faculty Seed Grant to analyze the formation of equity leadership among aspiring superintendents, and a campus mini-grant to document the experiences of Latino educational leaders in Washington.

Elda María Román (GDF2011-2012 and TF2012-2013) is Assistant Professor at the University of Southern California. She was awarded a Woodrow Wilson Career Enhancement Fellowship for 2016-2017. During her fellowship, she will complete her book manuscript on race and upward mobility narratives in Black and Chicana/o cultural production.

Emily Ryo (GDF2009-2010) has published several articles in the past two years on unauthorized migration and immigration detention in journals such as *UCLA Law Review* and *Law & Society Review*. She received grants from the Haynes Foundation and the Russell Sage Foundation and an outstanding article award (honorable mention) from the American Sociological Association's Human Rights Section.

Helle Rytönen (GDF2001-2002) was appointed to the Forum on Study Abroad's Curriculum Committee.

Frank Samson (TF2005-2006 and GDF2007-2008) is now Senior Research Associate at the University of California, Los Angeles's Center for the Study of Urban Poverty. Since 2015, he has published six articles on racial attitudes and inequality, spanning topics such as immigration policy, global city race relations, civic engagement, and health/medicine.

Maribel Santiago (GF2009-2012) completed her Ph.D. in Curriculum Studies and Teacher Education in 2015. She is now an Assistant Professor in the Department of Teacher Education at Michigan State

University. She is also an Adjunct Assistant Professor in the Department of History.

Patricia Seo (TF2011-2015) began a position as a Human Factors Data Scientist at Apple, Inc.

Irena Stepanikova (GDF2005-2006) was tenured and promoted to Associate Professor at the Department of Sociology at the University of Alabama, Birmingham in 2014. She spent a research semester at Masaryk University, in the Czech Republic, working on the European Longitudinal Study of Pregnancy and Childhood.

Amy Tang (GDF2007-2008) is now Associate Professor of English and American Studies at Wesleyan University. Her first book, *Repetition and Race: Asian American Literature After Multiculturalism*, was published by Oxford University Press in 2016.

Ellen Y. Tani (GF2008-2011) is currently the Andrew W. Mellon Postdoctoral Fellow at the Bowdoin College Museum of Art, where, in the role of academic curator, she teaches interdisciplinary object-based classes and organizes a range of exhibitions. Her forthcoming article, "Keeping Time in the Hands of Betye Saar," will appear in *American Quarterly* in December 2016. She also serves on the editorial committee for *Apricota Journal*.

Miriam Ticktin (GDF2001-2002) is Associate Professor of Anthropology at the New School for Social Research, where she has been co-director of the Zolberg Institute on Migration and Mobility since 2014; previously, she was Director of Gender Studies. She received a fellowship at Princeton's Institute for Advanced Study (2015-16) to work on her next book.

Simon Weffer (TF2000-2001) left the University of California, Merced to return home to Chicago with his wife and four girls, and was the first joint hire between the Center for Latino and Latin American Studies and Sociology. He was promoted to Associate Professor with tenure in both Sociology and the Center for Latino and Latin American Studies.

NEW FACES



Faculty Director / CCSRE

JENNIFER DEVERE BRODY is Professor of Theater and Performance Studies and an Affiliate of the Program in Feminist, Gender, and Sexuality Studies. She was educated at Vassar College, Oxford, and the University of Pennsylvania. She held the Weinberg College Professorship at Northwestern University and, before coming to Stanford, taught in English, African American Studies, Gender Studies, and Theater at many schools including UC-Riverside and Duke University. Her research has been supported by the Royal Society for Theatre Research in Great Britain and the Ford and Mellon Foundations; she won the Monette-Horwitz Prize for Independent Research Combatting Homophobia. Her books, both published by Duke University Press, include *Impossible Purities: Blackness, Femininity and Victorian Culture* (1998) and *Punctuation: Art, Politics and Play* (2008). She

teaches classes on race and theatre in the U.S. and Britain from 1800 to the present, feminist and queer theory, food studies, and film. She has served as the President of the Women and Theater Association and on the board of Women and Performance. Her essays and reviews have appeared in numerous journals including *Signs*, *Callaloo*, *Theater Journal*, and *TDR*. She has an edited book on James Baldwin forthcoming and she is working on a new book on sculpture and performance. She chaired the Theater and Performance Studies department from 2012-15 and in 2016 will direct CCSRE.



Faculty Director / Native American Studies

TERESA LAFROMBOISE is Professor of Developmental and Psychological Sciences in the Graduate School of Education and an affiliated faculty member in the Child Health Research Institute at the School of Medicine. She specializes in stress-related problems of youth from non-dominant ethnic/racial groups. Dr. LaFromboise is a recognized contributor to American Indian/Alaska Native mental health initiatives having published extensively in that area. She has also authored a number of prevention intervention manuals including the *American Indian Life Skills Development Curriculum (AILS)*. Her awards for the *AILS* include recognition from: the Department of Health and Human Services as a SAMHSA Program of Excellence, the Carter Center for Public Policy at Emory University as an Intervention Ready for Prime Time, and the First Nations Behavioral Health Association as One

of Ten Best Practices. Dr. LaFromboise is a fellow of the American Psychological Association and the Association for Psychological Science.



Faculty Director / Research Institute of CSRE

PAULA MOYA is Professor of English and, by courtesy, of Iberian and Latin American Cultures. She is the author of *The Social Imperative: Race, Close Reading, and Contemporary Literary Criticism* (Stanford UP, 2015) and *Learning From Experience: Minority Identities, Multicultural Struggles* (UC Press, 2002). She has also co-edited three collections of original essays, *Doing Race: 21 Essays for the 21st Century* (W.W. Norton, Inc., 2010), *Identity Politics Reconsidered* (Palgrave, 2006), and *Reclaiming Identity: Realist Theory and the Predicament of Postmodernism* (UC Press, 2000). Professor Moya has served as the Director of the Program in Modern Thought and Literature, Vice Chair of the Department of English, and Director of the Undergraduate Program at CCSRE. She is a recipient of the Dean's Award for Distinguished Teaching, the Outstanding Chicana/o Faculty Member

Award, a Brown Faculty Fellowship, a Clayman Institute Fellowship, and a CCSRE Faculty Research Fellowship.



Faculty Director / Chicana/o-Latina/o Studies

GUADALUPE VALDÉS is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. Her research explores many of the issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration. Specifically, she studies the sociolinguistic processes of linguistic acquisition by learners in different circumstances—those who set out to learn a second language in a formal school setting (elective bilingualism) and those who must learn two languages in order to adapt to immediate family-based or work-based communicative needs within an immigrant community (circumstantial bilingualism). Her research in these areas has made her one of the most eminent experts on Spanish-English bilingualism in the United States. She is a founding partner of Understanding

Language, an initiative that focuses attention on the role of language in subject-area learning, with a special focus on helping English Language Learners meet the new Common Core State Standards and Next Generation Science Standards.

NEW FACES



Student Services Coordinator / CCSRE

JORDAN GRAY is the Student Services Coordinator for CCSRE's Undergraduate Program. A Stanford graduate, Jordan majored in Psychology and minored in Comparative Studies in Race and Ethnicity. He wrote an interdisciplinary honors thesis in CSRE, exploring the intersections between race, power, politics, social and cultural psychology, hip-hop, and education, with the ultimate intention of offering a way to combat colorblind racism in today's society. Prior to joining the CCSRE staff, Jordan worked in the Office of the Vice Provost for Undergraduate Education as the Program Development Coordinator for Leadership Intensive. In his free time Jordan enjoys hiking, meditating, yoga, music, reading, and spending time with his wife and daughter.



Director of Community Engage Learning / CCSRE

DANIEL MURRAY is the Director of Community Engaged Learning at CCSRE. He completed his dissertation in Stanford's Program in Modern Thought and Literature in 2016, using participant research to examine the Occupy movement and strategies for radical democratic social transformation. He has taught classes at Stanford since 2010 including, The Rhetoric of Protest, Political Theory for Political Action, Solidarity and Racial Justice, and Grassroots Community Organizing. As an activist-scholar, Daniel continues to search for ways to bring together social justice work, political engagement, academic research, and pedagogy. His areas of expertise include community engagement, social movements, democratic theory, and race and ethnicity. Prior to joining the CCSRE staff, Daniel was a Graduate Public Service Fellow at the Haas Center for Public Service. He is the

director of the new Praxis Fellowship in Community Organizing and Social Change and is a member of the Stanford Peace + Justice Initiative. He lives in San Leandro with his partner and two daughters, Simone and Myles.



Digital Media Associate / CCSRE

MIDORI YOSHIMURA is CCSRE's Digital Media Associate. A graduate of Pacific Union College with a multiracial background, Midori graduated summa cum laude with majors in English and Spanish and a minor in Public Relations/Journalism. She also spent a year studying in Spain. Prior to joining CCSRE, Midori was part of the Stanford News Service as an editorial assistant, and reported for a crowdfunding vertical. She has also worked at Sacramento's NPR affiliate station and served as assistant editor of a nonprofit journal.



Event Coordinator

EVANGALINE HOWARD, better known as "E", has been a casual temporary employee and active volunteer on campus since 2000. She has worked for Dean Minor in the School of Medicine and for the Graduate School of Civil and Environmental Engineering in Student Services. Before coming to Stanford, in her earlier years in the Silicon Valley, she worked for Tandem Computers, Signetics Corporation, Quantum Corporation, City of Palo Alto, Success Factors Incorporated and Silicon Graphics Corporation in Marketing and Human Resources Administration. She is also involved in women's nonprofit organizations in Ghana, West Africa, and is part owner of a business that distributes clothing to the less fortunate in The Gambia, West Africa.



Event Coordinator

GIGI OTÁLVARO-HORMILLOSA is a Ph.D. Candidate in Theater and Performance Studies (Ph.D. minor, Art History). Research interests include visual culture, performance art, feminist art, and Latin American visual politics. Her dissertation will address the history of San Francisco's historic red light districts, and will incorporate an ethnography about women of color and queer women who work in contemporary San Francisco "gentlemen's clubs."

AFFILIATED FACULTY

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

SCHOOL OF HUMANITIES AND SCIENCES

Anthropology

Thomas Blom Hansen
Paulla Ebron
James Ferguson
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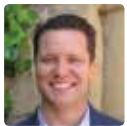
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Contributing Editors: MarYam Hamedani, Gigi Otalvaro

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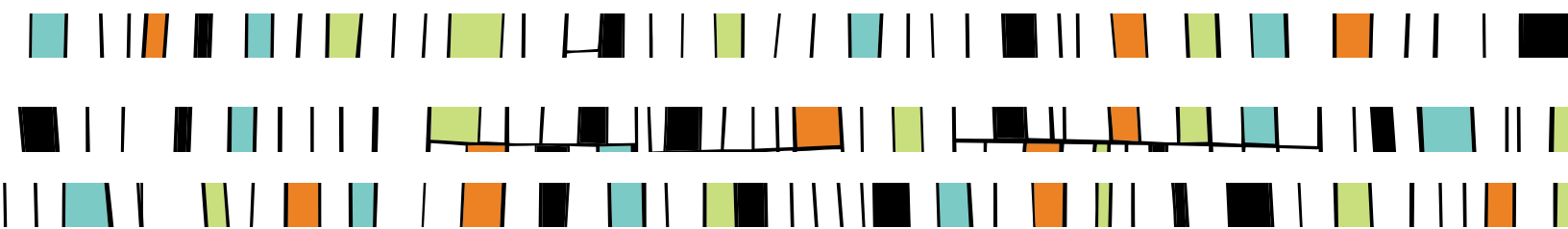
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Contact Us

Center for Comparative Studies in Race and Ethnicity

Main Quad, Building 360, Stanford, CA 94305-2152

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