

center for comparative studies in race and ethnicity

stanford university spring 2009



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Making and Unmaking Racial, Ethnic
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Letter from the Director

—C. Matthew Snipp



*I have a newer
appreciation of the
meaning of terms
“bulls” and “bears”
and though it seems
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am heartened by the
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CCSRE’s future is a
decidedly bullish one.*

Last September, I began my new job as the fifth director of the CCSRE. Looking back, it was a heady moment in Stanford’s history. The University’s endowment was soaring, the campaign to raise \$4.3 billion was ahead of schedule, and construction was underway in virtually every corner of the campus. On the CCSRE front, we were looking forward to an expansive and aggressive faculty recruiting drive with the Faculty Development Initiative and we were anticipating the addition of new staff to help with the many activities organized by our Center. What a difference a month can make.

By late October the world economy began to implode, financial markets panicked and once prosperous institutions teetered perilously on the brink of collapsing. Like many notable private universities, the University’s endowment has been diminished significantly. Every unit on campus is trying to cope with a financial downturn, the likes of which has not been seen since the 1930s. In CCSRE, we have worked hard to meet our mandated budget reductions, carefully scrutinized our expenses, and revisited our priorities. And, we are bracing for yet another round of budget reductions.

However, contrary to what you might be expecting from what I’ve just reported, the Center remains financially healthy thanks to the hard work by our dedicated staff and Stanford’s continued commitment to CCSRE. And still better, our Center remains on a trajectory of growth and development for the foreseeable future; though not as quickly or as aggressively as we might have thought a few months ago. Why am I so optimistic amid the gloom and doom that surrounds us? Let me list a few recent accomplishments and some of our current activities that will carry us into the year ahead, and in some instances, many years ahead.

This year, we welcomed two new faculty affiliates brought to the University by the Faculty Development Initiative: Professor Gary Segura in Political Science, who has already assumed a leadership role in the Center as the new chair of Chicana/o Studies, and Professor Tomás Jiménez in Sociology. The Faculty Development Initiative is still engaged with the recruitment of seven prospective candidates who would be associated with the Center. We have recently completed the selection of our CCSRE fellows for next year and we are optimistic about the financial support for our fellows in the years ahead.

Professor Jeanne Tsai took on the task of leading our undergraduate program and under her guidance, it is more vibrant than ever. In addition, the program’s new associate director, Dr. Tania Mitchell, has led our new initiatives in service learning, strengthened our ties with the Haas Center for Public Service, and overhauled and expanded our summer research internship program. Complimenting our usual offering of lecture classes and seminars, this past Autumn quarter, the Center co-sponsored (with AAAS) a special one time course titled “Presidential Politics: Race, Class, Faith, and Gender in the 2008 Election.” This course consisted of panels of distinguished experts from around the nation and because it also was open to the public, it regularly attracted audiences of 300 or more.

In addition to building our undergraduate program, this year we are busy with the task of helping open three new research centers that will operate under the umbrella of CCSRE. The Stanford Center for Opportunity Policy in Education (SCOPE), led by Professors Linda Darling-Hammond and Prudence Carter; The Institute for the Study of International Migration, led by Professor Guadalupe Valdés; and Institute on the Politics of Inequality, Race and Ethnicity at Stanford (INSPIRES), directed by Professor Gary Segura are certain to be integral to CCSRE’s growing presence at Stanford.

Finally, I would be remiss if I failed to mention our collaboration with Professor Michele Elam’s “Race Forward” initiative. Professor Elam, director of the African and African-American Studies Program, successfully proposed last year a special three year initiative with programming—guest speakers and other events—organized around the ways that race is embedded within critical areas of everyday life. This year’s theme focuses on race and faith, next year’s program will be devoted to race and the environment, followed by a year of activities that address the connection between race and human health.

In closing, like many others, I have become an obsessive reader of financial news since the autumn stock market crash (and my retirement savings with it). I have a newer appreciation of the meaning of terms “bulls” and “bears” and though it seems we are everywhere surrounded by bears, I am heartened by the fact that for the foreseeable future, CCSRE’s future is a decidedly bullish one. ❁

Directors and Staff

The Center for Comparative Studies in Race and Ethnicity (CCSRE)

Al Camarillo Special Assistant to the Provost for Faculty Diversity; Professor of American History and Miriam and Peter Haas Centennial Professor in Public Service

Gordon Chang Chair of Asian American Studies; Professor of History

Jennifer L. Eberhardt Director of the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE); Associate Professor of Psychology

Teresa LaFromboise Chair of Native American Studies; Associate Professor of Education

Margarita Ibarra Student and Academic Services Coordinator

Heidi Lopez Finance Assistant and Fellowship Coordinator

Tania D. Mitchell Ed.D., Associate Director for Undergraduate Studies and Director of Service Learning

Chris Queen Administrative Manager and Newsletter Copyeditor

Gary Segura Chair of Chicana/o Studies; Professor of Political Science

C. Matthew Snipp Director of the Center for Comparative Studies in Race and Ethnicity; Professor of Sociology and Burnet C. and Mildred Finley Wohlford Professor in the School of Humanities and Sciences

Dorothy M. Steele Ed.D., Executive Director

Jeanne L. Tsai Undergraduate Program Director; Chair of Comparative Studies in Race and Ethnicity; Associate Professor of Psychology

The Program in African and African American Studies (AAAS)

Michele Elam Director of African and African American Studies; Associate Professor of English and Martin Luther King, Jr. Centennial Professor

Cheryl R. Richardson Ph.D., Associate Director

Marisa C. Juárez Administrative Associate

The Martin Luther King, Jr. Research and Education Institute

Jane Abbott Administrator

Tenisha Armstrong Associate Director

Ryan Babineaux Webmaster

Clayborne Carson Director; Professor of American History

Susan Carson Consulting Editor

Regina Covington, Assistant Director of Public Programs

Susan Englander Associate Director

Clarence B. Jones Scholar in Residence

Josh Kunz Archival Assistant

David Lai, Research Assistant

Alex Marquand-Willse Research Assistant

Ashni Mohnot Director of Education, Liberation Curriculum

Stacey Zwald Research Assistant

Taube Center for Jewish Studies

Charlotte Elisheva Fonrobert Co-Director of Taube Center for Jewish Studies; Associate Professor of Religious Studies

Vered Shemtov Co-Director of Taube Center for Jewish Studies; Eva Chernov Lokey Lecturer in Hebrew Language and Literature

Linda Huynh Center Manager

Ruth I. Tarnopolsky Administrative Associate

Lorin Sharp Administrative Assistant

Faculty Development Initiative Update

Office of the Provost and Center for Comparative Studies in Race and Ethnicity

In September 2007 Stanford University launched a five-year effort to appoint the best young scholars in the nation whose research focuses on the study of ethnicity and race (see FDI news release at http://ccsre.stanford.edu/FD_initiative.htm). This endeavor, known as the Faculty Development Initiative (FDI), involves marshaling new university resources and leadership to recruit and hire the best younger as well as established scholars across disciplines. It directly follows Provost John Etchemendy's announcement in spring 2007 of the commitment to create at least 10 new incremental faculty positions jointly held with Humanities and Sciences departments or other schools and the Center for Comparative Studies in Race and Ethnicity (CCSRE). CCSRE currently boasts more than 100 affiliated faculty members from 20 departments and five schools across the university.

In 2007-08, the FDI co-sponsored three searches in H&S departments and initiated search processes in two other departments. The FDI's first year efforts resulted in the appointment of two outstanding colleagues, Professor Gary Segura in Political Science and Professor Tomás Jiménez in Sociology. These colleagues are already playing important roles in CCSRE's intellectual activities and curricular offerings.

In 2008-09, the FDI launched new searches or target of opportunity appointments in the School of Education (*Race and Urban Education*), Law School, and the Department of History. In addition, three FDI searches from last year continue into 2008-09 in collaboration with the following departments in the School of Humanities and Sciences: Drama/English, Comparative Literature, Psychology/Communication.

The FDI is administered jointly through the Office of the Provost and CCSRE. Professor Al Camarillo (*History*) is leading the initiative as Special Assistant to the Provost for Faculty Diversity.

2008 APA

Distinguished Scientific Contribution Award

HAZEL ROSE MARKUS, Davis-Brack Professor in the Behavioral Sciences, Department of Psychology, and former Director, Center for Comparative Studies in Race and Ethnicity, Stanford University was honored for her theoretical and empirical contributions to the study of social, personality, and cultural psychology.

Markus' early research laid the groundwork for the development of a social cognitive perspective into the self-concept. Her pioneering work in the 1970s and 1980s on "self-schemas," "possible selves," and on the "dynamic self-concept" emerged as one of the most significant trends in social psychological research. She integrated research on the self-concept with more mainstream cognitive theories in psychology and facilitated the development of social cognition research generally. Markus' studies brought attention to the myriad ways in which self-representations affect social behavior. This work included study on self-regulation and the impact on the self of the perception of others.



NEW AFFILIATES OF CCSRE

Stanford Center for Opportunity Policy in Education (SCOPE)

The Stanford Center for Opportunity Policy in Education (SCOPE) was founded in 2008 by Linda Darling-Hammond, the Charles E. Ducommun Professor of Education, Stanford University to address issues of educational opportunity, access, equity, and diversity in the United States and internationally. SCOPE engages faculty from across Stanford and from other universities to work on a shared agenda of research, policy analysis, educational practice, and dissemination of ideas to improve quality and equality of education from early childhood through college. SCOPE is co-directed by Prudence L. Carter, Associate Professor, School of Education, Stanford University.

SCOPE's work is concentrated in three areas:

- 1) Research on the Opportunity Gap
- 2) Cross-national comparative analysis of educational opportunities
- 3) The development of policies and practices that expand educational opportunities for all students

Institute for the Study of International Migration

The recently established Institute for the Study of International Migration housed within the Center for Comparative Studies in Race and Ethnicity (CCSRE) brings together faculty from a number of different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. The Institute focuses on challenges and opportunities central to human well being in the arena of international migration by examining issues of race, ethnicity, class, gender, and language in a domestic and global context.

Six faculty members are associated with the Institute Guadalupe Valdés (Education), Al Camarillo (History), Tomás Jiménez (Sociology), C. Matthew Snipp (Sociology), Miguel Mendez (Law), and Fernando Mendoza (Medicine) are seeking funding to create interest in international migration within the broader Stanford faculty and student community as well as to carry out interdisciplinary research in this area.

Prizes and Awards

University Awards

Center for Teaching and Learning, Oral Communication Program Award for Excellence in Honors Thesis Presentation

OLGA MEDINA
TAKEO RIVERA

The David M. Kennedy Honors Thesis Prize
TAKEO RIVERA

The Dean's Award for Academic Achievement
TAKEO RIVERA

James W. Lyons Award for Service
TAKEO RIVERA

John W. Gardner Public Service Fellowship Program
OLGA MEDINA

Phi Beta Kappa
TAKEO RIVERA
KATIE FRANK, '09

Public Service Scholars Award
DIANA AUSTRIA
SIOBHAN GREATORREX-VOITH
TAKEO RIVERA

Robert M. Golden Medal for Excellence in the Humanities and Creative Arts
TAKEO RIVERA

Stanford Asian American Awards

Undergraduate Student Community Award
DIANA AUSTRIA
TAKEO RIVERA

Undergraduate Student Special Achievement Award
YANG LOR

Eighth Annual Stanford Chicano and Latino Community Awards

Arturo Islas, Jr. Award
OLGA MEDINA

The Jerry I. Porras Award for Visionary Leadership
EDGAR CHAVEZ, '09

Cecilia and Tony Burciaga Community Development Award
MARTHA ALVAREZ

Renato I. Rosaldo, Jr. Community Award
OLGA MEDINA

CSRE Prizes & Awards

Award for Community Outreach and Engagement
RACHEL VERNON

George M. Frederickson Award for Excellence in Honors Research
SIOBHAN GREATORREX-VOITH

George M. Frederickson Award for Excellence in Honors Research Honorable Mention
OLGA MEDINA

Senior Paper Prize
SYLVIA NGUYEN

The Program in African & African American Studies Awards

Academic Achievement & Service Award
DEBORAH AKINNIYI

James L. Gibbs Award
SHEILA ONGWAE

Kennell Jackson Research Award
SHEILA ONGWAE

Shanta Annan Memorial Award
DARIUS WHITE, '11

Trustee Leadership Award
AMANDA RENEE JOHNSON

Taube Center for Jewish Studies Awards

Donald and Robin Kennedy Jewish Studies Undergraduate Award Honors Thesis Category
ANNIE SCHIFF

Afterlives of the Greek Bible: Reception of the Septuagint in Jerome and Rabbinic Midrash

MICHAEL J. PETRIN, '09
Research Essay Category

Adonai Echad?: An Essay on Unity and Plurality in Medieval Jewish Philosophy and Kabbalah

The Dr. Bernard Kaufman Undergraduate Research Award in Jewish Studies
SHELLY RONEN, '09

Contemporary Jewish Women and the Balance Between Career and Family

REBECCA JACOBS
Russian Jewish Immigrants in San Francisco, 1970-2007

The Koret Award for Best Essay written in Hebrew

BETH ASHLEY NOWADNICK, Graduate Student in the Dept. of Physics
Israel's Music



2008 Graduating Class

2008 CSRE Commencement

Graduates

African and African American Studies

Bachelor of Arts

INDIA SHADE' ALSTON

Senior Paper: *Living Single: Reputable Representations Un-marginalized*

SHEILA ONGWAE, MA. Communication

Senior Paper: *Celebratory, Participatory, & Decorative: Looking to Rural, Community Radio Stations To Institutionalize a Ritual Model of Information Dissemination in sub-Saharan Africa*

Minor

ALEXIS FIELDS, B.A. Sociology

AMANDA RENEE JOHNSON, B.A. Psychology, M.A. Sociology

JESSICA C. LEE, B.A. Communication

LAURENCE MOORE, B.A. Economics, B.A. Psychology

ROSELYN THOMAS, B.A. Sociology

Asian American Studies

Minor

YANG VA LOR, B.A. Sociology

Comparative Studies in Race and Ethnicity

Bachelor of Arts

MARTHA ALVAREZ

Honors Thesis: *Students in the Shadows: English Learner Students—Resources That Work, Supplemental Ones Needed*
Advisor: Dr. Amado Padilla, Education

TONY DANG

Senior Paper: *A Century of Federal Management: The Cobell Litigation and its Impact on Federal to Tribal Government Relations*

BETSY ROSE EDASERY

SIOBHAN GREATOR-VOITH

Honors Thesis: *Class and Inequality in Higher Education: The Experiences of Low-Income Students in Elite Higher Education Contexts*
Advisor: Dr. Claude Steele, Psychology

OLGA MEDINA, with University Distinction

Honors Thesis: *Re-visiting the Immigration Reform and Control Act of 1986: A Case Study on the Effects of Legal Status on the Integration of Mexican Immigrants*

Advisors: Dr. Rebecca Sandefur and Dr. Monica McDermott, Sociology

SYLVIA QUYNH NGUYEN

Senior Paper: *Tackling the Cervical Cancer Health Disparity in the Vietnamese Community: An Analysis of Socioeconomic and Cultural Barriers and Effective Outreach Methods in the Vietnamese Population of Santa Clara County, CA*

JACE KOLBE RICA-FRENTE

Honors Thesis: *Marked: An Investigation of the Contemporary Filipino American Tattoo Trend*
Advisor: Dr. Monica McDermott, Sociology

TAKEO EDWARD KEN RIVERA, with University Distinction

Honors Thesis: *The Language You Live In: Youth Poets and the Staging of Self*
Advisor: Dr. Harry Elam, Humanities and Drama

VALERIE VEGA

RACHEL VALERIE VERNON

Senior Paper: *Empowerment: Adult Political Education of low-wage Immigrant Workers*

MATTHEW JOSE YBARRA

Honors Thesis: *Integration at 60 Years: How Baseball Has Become More Sensitive About Race*
Advisor: Dr. Richard White, History

Minor

DIANA RIVERO AUSTRIA BA. Human Biology, with Honors

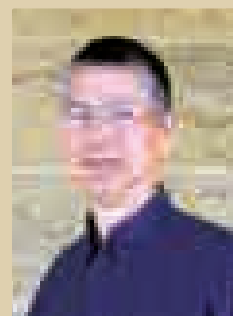
BENJAMIN CHIEN-CHING FONG, B.A. Political Science

INGRID FOX, B.A. Spanish

ANTONIO MARIE GARCIA, B.A. Psychology, with Honors

ALEJANDRA G. LOPEZ, B.A. Film

Faculty Recognition Award



GORDON CHANG is the recipient of the 2008 CCSRE Faculty Recognition Award. This award recognizes outstanding contributions to the undergraduate program as a teacher, mentor and advisor to majors. As Chair of Asian American Studies, Gordon regularly went above and beyond expectations in his commitment to undergraduates. Gordon Chang is Professor of American History.



Top: Sheila Ongwae (left), and India Alston

Bottom: Jace Ricafrente, Takeo Rivera, Valerie Vega, and Rachel Vernon (left to right)

CCSRE's 10 Year Celebration

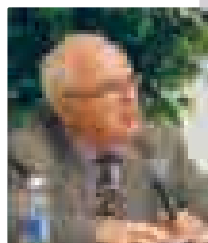
Embracing Diversity: Making and Unmaking Racial, Ethnic and Cultural Difference

CCSRE held a conference, *Embracing Diversity: Making and Unmaking Racial, Ethnic and Cultural Difference in the 21st Century* to celebrate its 10th Anniversary in November 2007. CCSRE was founded in 1996 to promote interdisciplinary teaching and research on the ways race, ethnicity and culture influence individual experience and society as a whole. The conference was designed to illuminate the types of questions and approaches to scholarship that CCSRE supports through its speaker series, fellowships, research and teaching.

The conference began with a plenary talk by CCSRE National Advisory Board member, Professor Gloria Ladson-Billings, who focused on the causes and possible remedies for the “educational debt” owed to our country’s minority and poor students. Scholars from Stanford and other universities participated in four panels that were the focus for the day. The panels were structured around four themes: educational equity, religious tolerance, immigration and diversity in the arts and music.

In conjunction with the conference, CCSRE offered a one-unit course open to all students to provide a contemplative setting in which to explore issues raised at the conference and discuss them with Stanford faculty. Please see attached article from the *Stanford Report* (November 7, 2007) that describes the issues raised about equity, testing, and accountability in the education panel.

–Dorothy M. Steele



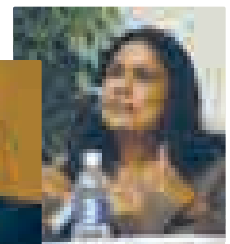
Bruce Lawrence
Duke University



Amina Wadud
Starr King School



Goodwin Liu
UC Berkeley



Jayashri Srikantiah
Stanford Law School

Stanford Report, November 7, 2007

Center's 10th year celebrated with conference on diversity and its challenges

–John Cannon

Half a century after court-ordered desegregation, minority children consistently lag behind others in test scores, graduation rates and most other measurements of success in primary education, suggesting that perhaps policymakers need to look beyond integration as an all-encompassing solution.

That was one of the conclusions of several scholars at the conference “*Embracing Diversity: Making and Unmaking Race in the 21st Century*,” held Nov. 1-2 at Stanford.

“We no longer imagine that the melting pot is our answer,” said psychology Professor Hazel Markus, director of the Center for Comparative Studies in Race and Ethnicity



(CCSRE), which hosted the conference. “We no longer imagine that we can all just assimilate into one way of being. We want pluralism, but how we’ll do that is our big challenge.”

Scholars from around the country tackled the issues of education, religion, immigration and popular culture through the lens of diversity and race, and presented a variety of sometimes conflicting views during the two-day event celebrating CCSRE’s first decade.

At a panel that focused on *Brown v. Board of Education*, the Supreme Court ruling that declared unconstitutional the segregation of schools on the basis of color, scholars wrestled with the unequal results of integration.

It was easy to blame segregation for educational disparity prior to the Brown case, said Goodwin Liu, a professor of law at the University of California–Berkeley, but he suggested that now the challenges are more complex, and “we need new forms of accountability” to determine what can be done to increase the success of students.



Participants of CCSRE’s 10th Anniversary Conference listen to speakers in Annenberg Auditorium on November 2, 2008.

The No Child Left Behind Act is one way to address those concerns, he said, because when children are not achieving at appropriate levels, the act calls for a prescribed reaction, which short-circuits the blame process. For example, the law may require teachers and administrators from a poorly performing school to take additional technical training. Or it could allow students the option to transfer to another school in the same district.

Stanford education Professor Linda Darling–Hammond, on the other hand, criticized the legislation. She pointed out that the law was based on a similar one in Texas, and its proponents claimed minority students were improving on 10th–grade achievement tests. She cited a study that showed, in reality, many students were dropping out after the first year of high school. Because those underachieving students were absent for their 10th–grade year, the scores increased.

“If you get rid of the low-scoring kids, it’s very easy to get the average up,” Darling–Hammond said.

She said she supports moving away from what the panel’s moderator, Prudence Carter, an associate professor of education, called “a period of ‘testocracy,’” in which multiple-choice tests are the favored metric for determining achievement. Instead, Darling–Hammond offered the examples set by South Korea and Finland, countries that have made huge strides toward improving their educational systems in math and reading, subject areas in which the United States is lagging.

“This is not just because they are less diverse than we are or less poverty stricken, because you have a lot of issues that we have here increasingly in other countries,” she said. “Certainly places like South Korea have enormous poverty that they’re dealing with.”

Schools are funded equitably across socioeconomic categories in countries like Finland and South Korea, she said, and they invest much more in educating teachers than the United States does. She also said that they use tests that measure real applications of knowledge—like essay-writing and oral exams. The goal of this testing is not to punish schools that fall behind, but to find areas where teachers can improve.

“We cannot work only on a question of ‘Where will kids go to school?’ Or, ‘Will it be in integrated or desegregated or segregated settings?’” Darling–Hammond said. “We have to work not only on the issue of what kinds of resources are available, but we have to work on what constructs the educational opportunity for kids in schools.”

Liu, however, said he had a “slightly less skeptical view about the ‘testocracy.’” He acknowledged that the No Child Left Behind law is not perfect, but added, “We haven’t figured out yet how to take the good part of No Child Left Behind, which is the transparency that the testing regime has gotten us.” Testing is a way to force the educational system to examine why non-minority students score higher than minorities, he said.

Over the course of the day, panelists discussed other hot-button issues, including religious tolerance as it relates to Muslims in the United States and immigration policy.

Markus called the conference “a sign of Stanford’s realization of the central importance of the mission of CCSRE to the university.” More than 100 faculty members are affiliated with the center, which spans five schools and 15 departments and programs at the university. ❁

John Cannon is a science-writing intern at the Stanford News Service.



Robert Zajonc, pioneer of social psychology, dies at 85

—Adam Gorlick

Stanford Report, December 11, 2008
Abridged from the original article in Stanford Report

*... Robert Zajonc laid the
foundation for the field of
social psychology by
exploring the connections
between how people feel
and how they think...*

Robert Zajonc witnessed and survived some of the worst of human behavior to become one of the world's leading experts on how people behave.

And during the 85 years between his birth in Poland and death Dec. 3 in Palo Alto—a span that led him through Nazi bombings and prisons before winding toward a life in academia—Robert Zajonc laid the foundation for the field of social psychology by exploring the connections between how people feel and how they think.

As an emeritus professor of psychology at Stanford since 1994, Zajonc (his name rhymes with “science”), focused his research on genocide, racism and terrorism.

He had already made a name for himself while teaching at the University of Michigan, conducting groundbreaking experiments that attracted controversy and acclaim.

As the scientist who demonstrated and coined the “mere exposure effect,” Zajonc found that people have positive feelings about things they're familiar with. In a series of studies in the 1960s, Zajonc flashed random images in front of his subjects—Chinese characters, faces and geometric figures. When asked which images they liked the most, the subjects picked the ones they saw the most.

Zajonc also made news a decade later when he found that larger families have lower overall IQ scores than smaller

ones. His studies showed that IQs would decline among siblings from the oldest to the youngest. Part of the reason, he explained, was that older children had more time to receive the undivided attention of their parents.

He found that first-borns do better on college entrance exams, and older children who tutor their little brothers and sisters get the biggest benefit out of the arrangement.

“Explaining something to a younger sibling solidifies your knowledge and allows you to grow more extensively,” he told the New York Times last year. “The younger one is asking questions, and challenging meanings and explanations, and that will contribute to the intellectual maturity of the older one.”

These were the conclusions of an only child who triumphed over the most difficult situations, finally succumbing to the pancreatic cancer that he fought for the last few years.

Born in Lodz in 1923, Zajonc and his parents fled to Warsaw in 1939 when the Nazis invaded Poland. They moved into a relative's apartment, but the building was bombed two weeks after they arrived. Zajonc's parents were killed, and his legs were broken.

After recuperating in a hospital for six months, the 16-year-old was arrested by Nazi soldiers for not having any identification papers and was sent to a German labor camp. Put to work on a farm, he managed to escape with two other prisoners in 1942. They walked

more than 200 miles into France, but were recaptured by the Germans after crossing the border and sent to a French prison.

He again staged a breakout with another prisoner, and the two walked for about 550 miles, stealing food and clothes before finding a fisherman who brought them to Ireland. From there, Zajonc made his way to England, where he worked as a translator for the U.S. Army.

After World War II, he came to the United States and earned bachelor's, master's and doctoral degrees from the University of Michigan. It was there that he established himself as a leading psychologist and met wife, Hazel Rose Markus, who is the Davis-Brack Professor in the Behavioral Sciences at Stanford. ❀

...

In addition to Markus, Zajonc is survived by their daughter, Krysia Zajonc, of Puerto Viejo, Costa Rica; three sons from a previous marriage, Peter Zajonc of Nyack, NY, Michael Zajonc of Leuven, Belgium, and Joseph Zajonc of Seattle; and four grandchildren.



George Fredrickson, influential voice on race, racism, dies at 73

—Cynthia Haven

Stanford Report, March 5, 2008

Abridged from the original article in Stanford Report

... Fredrickson was deeply
committed to the view that scholars
could and must make a difference.
The loss to CSRE and to Stanford is
immeasurable ...

George M. Fredrickson, the Edgar E. Robinson Professor of United States History, Emeritus, and a political activist, died of heart failure Feb. 25 at his home on the Stanford campus. He was 73.

“George Fredrickson was an incredible scholar. The scope and depth of his knowledge was breathtaking,” said Hazel Rose Markus, the Davis-Brack Professor in the Behavioral Sciences. “Even in a brief conversation with him, non-historians immediately understood how today was composed of the past and everyone knew they needed to know more.

“Most significantly, his work has changed the way historians and social scientists think about race. George Fredrickson has helped us understand race as a dynamic system of attitudes and institutionalized practices. This system is rooted in a belief in white supremacy, and it persistently shapes societies and individuals.”

In 1996, together with Claude Steele, Professor of Psychology, Fredrickson co-founded the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE). From that point, Fredrickson was actively engaged in the Center’s leadership and intellectual endeavors and served as co-director until 2002.

Fredrickson “was deeply committed to the view that scholars could and must make a difference,” Markus said. “The loss to CSRE and to Stanford is immeasurable.”

Fredrickson was a prolific writer. His most recent book, *Big Enough to Be Inconsistent: Abraham Lincoln Confronts Slavery and Race* (Harvard University Press), is based on his W.E.B. Du Bois Lectures of November 2006 at Harvard. A collection of his essays from scholarly journals and the New York Review of Books, titled *Diverse Nations: Explorations in the History of Racial and Ethnic Pluralism*, was published by Paradigm in June. It explores recent interpretations of slavery and race relations in the United States and introduces comparative perspectives on Europe, South Africa and Brazil; it includes work on ethno-racial pluralism in France and the United States.

...

Albert Camarillo, the Miriam and Peter Haas Centennial Professor in Public Service, praised Fredrickson’s “amazing legacy”: “George Fredrickson was a man of many dimensions—one of the great historians of his generation, a pioneer in the study of race in American society and a trailblazer in comparative history. He was a man of enormous intellect who was deeply committed to the values of equality, justice and opportunity.”

“I knew him as a dear friend and my closest colleague in the History Department,” Camarillo added. “I taught with him for many years. He was a gentle, big man. I never heard him say a mean word about anyone—other than he didn’t like racists.”

Fredrickson was born July 16, 1934, in

Bristol, CT and grew up in Sioux Falls, SD.

“He was a kid from the Midwest who had lived in an entirely white society. When he went to Harvard, he was transformed by what he read,” Camarillo said. At Harvard, “he was working with some of the people who were pioneers in writing about white-black history in the South. It shaped his world views and it shaped his career.”

...

“The thing I have worked on for the last 20 years has been the history of race relations,” Fredrickson told the San Jose Mercury News. “I tried to study racism in a rather clinical way, but when confronted with racism I have a rather strong reaction. And there’s a side of me that says that you shouldn’t just study it.” On that score, he never changed his mind. ❀

...

Fredrickson is survived by his wife, H el ene, and their four children: Anne Hope Fredrickson of Grass Valley, CA; Laurel Fredrickson of Durham, NC; Thomas Fredrickson of Brooklyn, NY; and Caroline Fredrickson of Silver Springs, MD. He also is survived by a sister, Lois Rose, of Great Barrington, MD, and four grandchildren. A private service was held for the family. The History Department and CCSRE held a memorial in May 2008.

Educational Excellence and Social Responsibility: The Influence of Ethnic Studies on Service Learning

—Tania D. Mitchell



As the service learning initiative in the Center for Comparative Studies in Race and Ethnicity continues to develop, our aim is to capture students' academic interests and identify ways that knowledge can be developed while simultaneously making meaningful contributions to community.

Service learning emerged in the late 1980s as an innovative pedagogy for connecting student learning to community service. Since the passage of the National and Community Service Trust Act in 1990 and its reauthorization in 1993, more than 1,100 higher education institutions have issued a commitment to public service and community engagement (Campus Compact, 2008). The result has been an explosion of courses seeking to partner with community organizations to simultaneously enhance student learning and community development. Many in the field trace its history to the works of John Dewey and his edict that education be active, rather than passive, guided by experimentation, reflection, and contributions to society (Giles & Eyster, 1994; Jones et al., 2005).

As scholars and educators point to the foundations of community service learning, the reliance on Dewey and the policy interventions of the 1990s overlook the contributions of ethnic studies programs to the field of civic engagement.

The emergence of ethnic studies programs in the 1960s, 70s, and in the 1990s (including the founding of the Center for Comparative Studies in Race and Ethnicity) was “because the research, education, and service needs of our communities were either ignored or ineffectively addressed by the academy” (Garcia, 2007, p. 208). As the programs developed, a dearth of resources in libraries and textbooks encouraged faculty to bring students into local communities where histories, cultures, and current policy issues could be explored. In part, due to the social justice motivations of ethnic studies students and faculty but also in recognition of the community members allowing their lived experience to become a critical text, students and faculty worked to reciprocate communities for their openness by developing and participating in agencies that worked to improve the neighborhoods that also served as a site of study (Garcia).

Karenga (2000, p. 163) argues that the “dual thrust” of ethnic studies programs is in “educational excellence and social responsibility”. Our obligations to academic rigor must be matched by a commitment to community empowerment.

Service learning grounds itself as a pedagogy committed to community issues and concerns. Centering social problems and the solutions employed in communities to address them alongside disciplinary knowledge and academic content, provides a unique and challenging experience that improves learning and inspires commitments to continued action. Garcia (2007) points to the community organizations created at the founding of San Francisco State’s Raza Studies program that still exist today, Baird-Olson (2007) identifies increased retention of native students in Native Studies programs that employ service learning and requests from tribal leaders to develop more service learning partnerships with tribal communities as evidence that the impact is felt in communities as strongly as in higher education classrooms.

In 2000, Manning Marable made the argument that black studies programs were designed to be descriptive, corrective, and prescriptive. Prescriptive in that “it was an integral part of the struggle to eradicate racism and empower black people. In short, there were both theoretical and practical connections between scholarship and social change” (Gates & Marable, 2006, p. 99). He laments the fact that many programs no longer link theory and practice; scholarship and social change. His regret is shared by many in ethnic studies programs.

Service learning has been proposed as a way to recapture the empowerment philosophies that undergird the foundings of many ethnic studies programs (Jones et al., 2005). As important, however, is the opportunity that service learning provides to actively and consistently engage with real world issues in order to transform them. Service learning in ethnic studies places the resources of the

university at work in the community to respond to problems and issues that continue to unfairly and disproportionately target people of color.

As the service learning initiative in the Center for Comparative Studies in Race and Ethnicity continues to develop, our aim is to capture students' academic interests and identify ways that knowledge can be developed while simultaneously making meaningful contributions to community. The addition of service experiences to existing courses, the creation of new courses with service learning components, and the re-making of our summer internship program into one focused on community research, have been the first steps to integrating a commitment to service more deeply into the academic programs of the Center. As our efforts continue, we remain excited about the opportunities to connect to students' commitments and passions for public service with the intellectual challenge that the study of race and ethnicity requires, and the expertise of community leaders and faculty to guide their progress. Through this initiative, our commitments to educational excellence and social responsibility are not only met, but *experienced* by our students *and* the community members with whom they work. ❁

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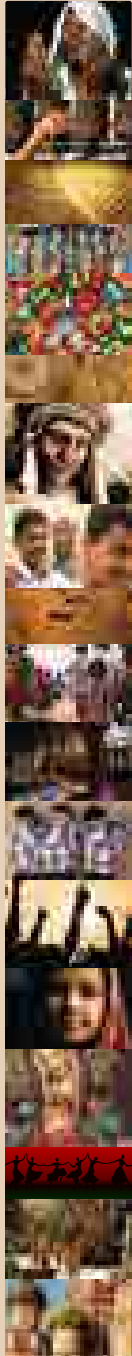
photo by Maggie Chen

Service learning grounds itself as a pedagogy committed to community issues and concerns. One of the goals of service learning is to create a direct link between students and their communities, both locally and globally.

With one of the highest demands for HIV antivirals in the world, South Africa has its hands full delivering necessary health care to its population. Ensuring the delivery of HIV antivirals to remote areas is of utmost importance. In the above image, a Stanford student (right) works with her community mentor to help provide necessary HIV antivirals to patients in rural townships, often on foot.

African and African American Studies new Initiative: Race Forward

– Michele Elam and Cheryl R. Richardson



In Fall 2008, The Program in African & African American Studies with CCSRE launched a new, campus-wide initiative called “Race Forward.” “Race Forward” is a \$300,000 three-year, interdisciplinary project that involves scholarly fields of research and teaching that have not extensively engaged critical race studies and where scholars of color have been underrepresented. Co-sponsored by many departments and programs, and generously supported by the President’s Fund, “Race Forward” creates innovative alliances among departments, centers, faculty and students to engage—on a rigorous, scholarly level—issues too often set aside as politically untouchable. “Race Forward” alliances work with faculty diversity initiatives to develop, attract and retain faculty and students of color, but are also, as importantly, meant to educate non-minority students and colleagues, and to extend critical discussions of race into new fields of study.

“Race Forward” offers three thematic foci across three years, each of which will tie together various talks, dinners, courses, consortia, symposia and other collaborations. 2008–09 focuses on Race & Faith; 2009–10 examines Race & the Environment; and in 2010–11 we turn our attention to Race and Human Health.

Race Forward: Faith 2008–2009

The Program in African and African American Studies, in collaboration with Comparative Studies in Race and Ethnicity, Religious Studies, the Taube Center for Jewish Studies, Stanford Center for Buddhist Studies, the Abbasi Program in Islamic Studies, the Center for South Asian Studies, and the Center for African Studies, among many others across campus, devoted 2008–2009 to exploring the intersections of race and faith. This year, “Race Forward” gathered together an exciting range of undergraduate courses, including the Distinguished Lunch and Lecture Series in Spring, AFRICAAM 101: Race & Faith with internationally-renowned speakers from various disciplines across the country. Each week, a distinguished scholar explored the complexities of race and faith and their manifestation in artistic expression, culture, history, language, literature, music, politics, religion and society among different groups of people in the U.S. and globally. The scholars’ topics ranged across faith practices and ethno-racial commitments. Charles Ogetree concluded the course with the 2009 St. Clair Drake Lecture. We also offered student-focused discussions on race and faith in partnership with community centers and the Office of Religious Affairs roundtables in residential centers through our Dorm Salon Series, weekly Diaspora Tables, and quarterly Faculty Race & Faith Salons, which enabled lively conversations among colleagues held in various centers of faith across campus.

Race Forward: Environment 2009–2010

AAAS and faculty, staff and students from over twenty programs and departments across campus are examining intersections of race and environment in the areas of research, curricula, arts and service. Central partners include the Woods Institute for the Environment and the Human Biology, Earth Systems, and Environmental Engineering Departments, Anthropology, Social Psychology, Philosophy, English, the Institute for Diversity in the Arts and the Stanford Institute for Creativity in the Arts, the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE), the Michelle R. Clayman Institute for Gender Research, and the Interdisciplinary Graduate Program in Environmental and Resources (IPER), and the Program in Human Biology, Students for a Sustainable Stanford, among others.

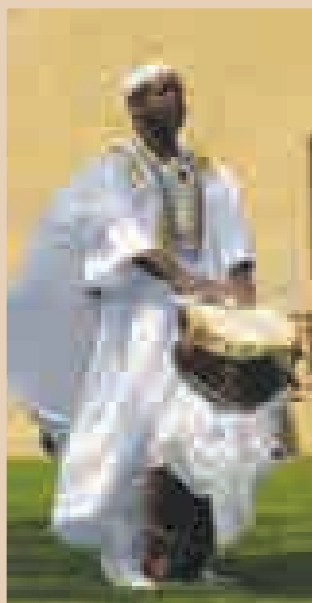
Race Forward: Human Health 2010–2011

AAAS and the Research Institute of Comparative Studies in Race and Ethnicity (RICSRE) will collaborate with the School of Medicine Faculty Fellows Program to link this theme closely with the Challenge Initiative on Human Health. Race inflects nearly every modern medical concern, from HIV/AIDS to genomic studies, from cross-cultural approaches to medical practice to the development of race-specific pharmaceuticals. This third initiative will focus primarily on developing leadership among graduate students and junior faculty by providing opportunities to examine how race impacts medicine.

Freedom's Journal: News from the King Institute

– Susan Englander

*... the audacity to believe that
people everywhere can have
three meals for their bodies,
education and culture for their
minds, and dignity, equality and
freedom for their spirits . . .*

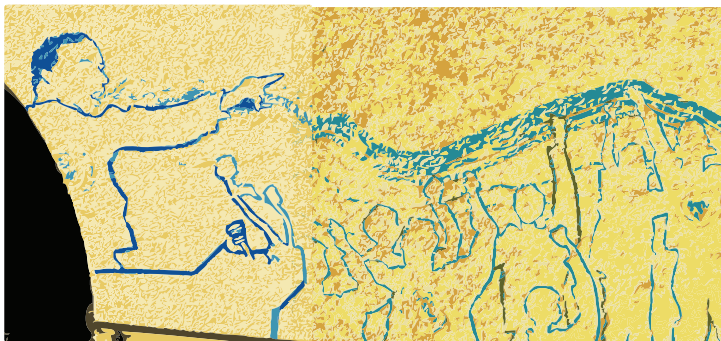


In remembrance and in celebration of Martin Luther King, Jr., Stanford University organized a Drum for Peace Rally. Above, Gamo Da Paz plays drums outside the Old Union.

King Institute and Aurora Forum Honor Fortieth Anniversary of King's Death

To commemorate the fortieth anniversary of Martin Luther King, Jr.'s assassination, the King Institute presented a lunch-time celebration of his life through spoken word and music on 4 April 2008 with the Office of Religious Life. The event, "Drum Major for Peace and Justice," was held at the Old Union and coordinated by the Institute's Regina Covington.

The following day, the King Institute co-sponsored a day-long conference with Stanford's Aurora Forum on the struggle for economic justice, "Global Solidarity, Human Rights, and the End of Poverty." Held in Stanford's Kresge Auditorium on 5 April 2008, the conference brought together renowned scholars on this issue, which was one of King's primary concerns. The keynote speaker was Amartya Sen, Nobel laureate and Lamont University Professor at Harvard. Other featured speakers included Institute Director Clayborne Carson; David Grusky, Director of the Center for the Study of Poverty and Inequality and Professor of Sociology at Stanford; and Deborah L. Johnson, Founding Minister and President of Inner Light Ministries in Soquel, California. Dr. Sen's topic was "Global Politics and Human Rights," which elaborated on Dr. King's assertion during his 1964 acceptance address for the Nobel Peace Prize that, "I have the audacity to believe that peoples everywhere can have three meals for their bodies, education and culture for their minds, and dignity, equality and freedom for their spirits."



Stanford student Christine Platt's "tape art" of Martin Luther King, Jr. served as the backdrop for the celebration.

Liberation Curriculum Publishes New Resources: "Human Rights: By Any Means Necessary" and King and Global Liberation; Tours South

The year 2008 was a busy one for the Liberation Curriculum (LC) staff. Education Director Ashni Mohnot and Master Teacher Andrea McEvoy Spero produced two new publications in collaboration with Institute Director Clayborne Carson. The publications used the vast documentary resources of the King Papers Project as a starting point to explore the international dimensions of the African American struggle for human rights. Presented as an article and a lesson plan in the *Organization of American History's Magazine of History*, "Human Rights: By Any Means Necessary" reframed the civil rights movement as part of the global human rights movement by placing it in the context of the United Nation's 1948 Universal Declaration of Human Rights (UDHR). Author Spero connected the UDHR to the 1955 Montgomery bus boycott, the 1963 March on Washington for

continued on pg 14

Jobs and Freedom, Malcolm X's call to bring issues of African American human rights before the United Nations, King's work with the American Committee on Africa, and his opposition to the Vietnam War.

Presented at the 2009 King Holiday celebration, the curriculum guide *King and Global Liberation* contains "Human Rights: By Any Means Necessary" and several other lesson plans for high school and K-6 students. Written by Mohnot, Spero, former LC head Erin Cook, and a number of other educators, these units provide teachers with teaching plans and activities, handouts, and primary documents, such as King's "Letter from Birmingham Jail," that enables them to teach as Mohnot writes, "the legacy of King and the African American freedom struggle within the larger framework of international human rights and global liberation movements, particularly those fought through nonviolent means." Included are lesson plans that compare the ideas of King and Malcolm X, provide insight into the Black Panthers as a human rights organization, demonstrate the role of youth in human rights campaigns such as the Birmingham Movement for desegregation, and present nonviolent philosophy and practice in India and the U.S. A free copy of *King and Global Liberation* can be ordered from the King Institute.

In conjunction with the Alameda, California, County Office of Education, LC staff members Mohnot and Spero and Director Carson helped organize a 21-28 July 2008 tour of the South's civil rights sites for Alameda teachers. The group travelled from Little Rock, Arkansas, through stops in Mississippi and Alabama, and concluded their journey in Memphis, Tennessee, the location of King's last campaign and his assassination. According to Mohnot's account of the trip, "On our last day, we had the privilege of meeting Reverend Billy Kyles, Dr. King's close personal friend who was with him when he was assassinated. Reverend Kyles described for the group King's last days, his thoughts about death and the last hour of his life of which he is the only living witness. He also described the moment of the killing in detail. Through Reverend Kyles, we obtained an intimate psychological view of Dr. King that only close friends were privy to. Despite the problems of the past and present, Reverend Kyles remains optimistic, encouraged the teachers to dream about and act for change and lauded pioneers like Dr. King who 'aren't around to walk the trails they blaze.'"

People in the U.S. often think of Gandhi as a saint or an angel. But there was so much more to his personality. As a determined political fighter and strategist, he challenged the racist white government of South Africa and then took on the British Empire.

Clayborne Carson and Linda Hess Lead "Gandhi, King and Non-violence" Class in India

Linda Hess, lecturer in the Department of Religious Studies and Co-Director of the Centre for South Asia, Stanford University and King Institute Director and Professor of History Clayborne Carson conducted a three-week seminar on Gandhi in September 2008, which was held in the cities of Ahmedabad and New Delhi in India. The seminar introduced the Stanford undergraduate students to Gandhi's life, thought, and legacy in the settings where he lived and struggled and was part of the Bing Overseas Studies Program (BOSP). Regarding Gandhi, Carson commented, "People in the US often think of Gandhi as a saint or an angel. But there was so much more to his personality. As a determined political fighter and strategist, he challenged the racist white government of South Africa and then took on the British Empire."



Dr. Clayborne Carson, Martin Luther King III, and Andrea Waters meet with Gandhi's great grandson Tushar Gandhi at Indian Merchants' Chamber in Mumbai on 18 February 2009

2009 King Holiday Pays Tribute to Those Who Contribute to King's Vision of Nonviolence on His Eightieth Birthday

For the past five years, the King Institute honored members of the global community who have lived in harmony with the dreams and ideals of Martin Luther King, Jr., and have contributed in extraordinary ways to social justice and nonviolence. The 2009 Call to Conscience Award's five recipients are exceptional individuals whose lives have impacted the war on poverty, the fight for social justice, equal opportunity in education, and the dissemination of peace, love, and nonviolence. The awards were bestowed on this year's King holiday.

Awards:

In 1996, San Francisco native **Michael Collopy** released *Works of Love are Works of Peace*, with the cooperation of Mother Teresa. This critically acclaimed 15-year photographic documentary profiled the work of her Missionaries of Charity. His second book, *Architects of Peace*, was inspired by children rights activist Marian Wright Edelman. Collopy's devotion to the immortalization of nonviolence through photography and art has earned him the honor of the Call to Conscience of Award.



Reverend Billy Kyles, recipient of the 2009 King Institute Call to Conscience Award, and Liberation Curriculum staff member, Andrea McEvoy Spero, enjoy the King Holiday celebration.

Reverend Billy Kyles, a longtime leader in the civil rights movement, was arrested for sitting in the “white” section of a city bus. His five-year-old daughter was one of the 13 children who integrated the Memphis public schools under police protection. Reverend Kyles has been pastor of the Monumental Baptist Church in Memphis, Tennessee, since 1959. And as he was present during Dr. King's final hour and assassination, Billy Kyles has lived his life as a witness to the immortality of King's dream and the movements it has perpetually inspired around the world. Kyles is a founder of the very tradition that we honor and commemorate.

The next three honorees were very special guests of the Institute who traveled all the way from India to share in our commemoration. Each of the three has uniquely established themselves as bastions against poverty and social injustice through their work with youth in India. **Mr. Ravi Gulati**, founder of the New Delhi NGO (non-governmental organization) Manzil, has for the past 12 years built a nurturing and dynamic community of young people from low income backgrounds and offered them educational opportunities unavailable in their schools. **Kiran Sethi**, an Ashoka Fellow and founder of Riverside School in Ahmedabad, India, was recognized for her contributions to innovative pedagogy and educational reform. Her aProCh – A Protagonist in Every Child – seeks to instill in children a commitment to social justice from a young age. **Viren Joshi**, the third honoree, has devoted his life to the fight against poverty and social injustice for the past twenty years. Manav Sadhna, the NGO Mr. Joshi founded, is inspired by the Gandhian principles of truth, non-violence, and uplifting the poor and oppressed. Manav Sadhna works to educate, clothe, feed and house the poor and the oppressed in the slums of Ahmedabad.

These incomparable individuals are a testament the global influence of Dr. King's ideas of peace with social justice. ❀



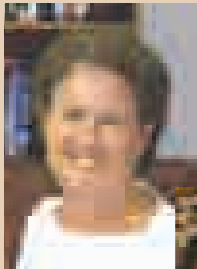
Michael J. Collopy

WHAT WOULD MARTIN SAY?

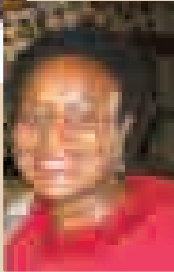
To commemorate the 80th birthday of Martin Luther King, Jr., the Stanford Bookstore and the King Institute sponsored an author event with Clarence B. Jones. Mr. Jones, a scholar-in-residence at the King Institute since 2007, was recruited by King in 1960 to be his principal advisor. Jones' book *What Would Martin Say* published in 2008, ponders what King would say about a variety of current topics, including the war in Iraq, reparations for slavery, immigration, and affirmative action. If anyone would have insight into what Martin would say, it would be Clarence B. Jones.

Education and Opportunity: A forum on the Kerner Commission Forty Year Report

– Barbara McKenna



Linda
Darling-Hammond



Prudence Carter

Amy Stewart Wells, a panelist, quoted a white high school graduate who said, “It’s amazing to me that . . . my parents went through segregation, I went through integration, and potentially my daughter might go back to segregation.”

NEW PROGRAM LAUNCHES WITH FORUM ON EDUCATION AND CIVIL RIGHTS

Some of the nation’s leading education and civil rights experts gathered on campus on October 3, 2008, for a daylong forum on education and equity. The forum, “Education and Opportunity: The Kerner Commission Forty Year Report,” drew an audience of some 250 educators; legislators; foundation leaders; parents; and Stanford students, faculty, and staff.

The event focused on the Eisenhower Foundation 40-year update report of the Kerner Commission (formally known as the National Advisory Commission on Civil Disorders). The original report, released in March 1968 in response to the wave of civil disorders around the nation, concluded that, “Our nation is moving towards two societies — one white, one black — separate and unequal.”

The October 3 forum, which focused on the report in the context of education, was the inaugural event for the Stanford Center for Opportunity Policy in Education (SCOPE). An affiliate of the Center for Comparative Studies in Race and Ethnicity (CCSRE), SCOPE was founded in 2008 to improve quality and equality in education through the work of faculty in a range of disciplines from Stanford and other universities.

According to presenters and audience members who spoke during the forum, the issues that concerned the Kerner Commission 40 years ago are still pressing today. From the mother in the audience who tearfully spoke of her daughter’s painful experience as an English language learner to SCOPE Co-director Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at Stanford University, there was consensus that there are enormous disparities in the opportunities America’s children receive for a quality education, and that the disparities are tied to such factors as race, language and income.

The forum was structured to travel from the macro to the micro, looking first at educational systems, then schools, and then students.

In her keynote speech, Darling-Hammond set the issues in an international context. She noted that the U.S. does not compare well for student test scores against other nations and that inequality is at the root of the low test rankings. In 2006 the U.S. ranked 21 out of 30 Organization for Economic Co-operation and Development (OECD) nations in eighth grade science test results in the Programme for International Student Assessment (PISA) and 25 out of 30 in math. In disaggregated data, the disparity is plain: White and Asian U.S. students scored above the OECD average in all categories, while Black and Hispanic U.S. students scores fell dramatically short of the OECD average.

Goodwin Liu, Associate Dean and Professor of Law at UC Berkeley, discussed the intersection of race and poverty and changes in social policies and circumstances over the past 40 years. Moving from historical context to present day, he noted that “the challenges that affirmative action and NCLB tend to obscure are precisely the ones that Katrina laid bare.”

Kevin Welner, Associate Professor of Education at the University of Colorado at Boulder, discussed the process of education policymaking and the attention equity is (and is not) receiving in these processes. He also discussed ways to shift to more functional and equitable policymaking processes.

Gregory Walton, Assistant Professor of Psychology at Stanford University, demonstrated through his research that students’ identity can negatively effect academic performance and proposed social-psychological interventions as a part of the solution.

Several panel members spoke on schools and segregation. Amy Stuart Wells, Professor of Sociology and Education at Teachers College, Columbia University, raised issues of racism and desegregation in schools and how the needs and contexts have changed over time. For example, Wells quotes a white high school graduate who said, “It’s amazing to me that...my parents went through segregation, I went through integration, and potentially my daughter might go back to segregation.”



Photo by Courtesy of the National Archives

Soldiers from the 101st Airborne Division escort the Little Rock Nine students into the all-white Central High School in Little Rock, Arkansas

Gary Orfield, a professor at the Graduate School of Education at UC Los Angeles, provided a detailed breakdown on the integration and resegregation of America and the forces that have kept the issue in play for so long; noting that, “school opportunity is the only real equalizer in the American dream.”

Patricia Gandara, a professor at the Graduate School of Education at UC Los Angeles, gave context on race and schooling, and focused on the pressing issues for America’s growing population of English language learners.

Kris Gutiérrez, a professor at the Graduate School of Education at UC Los Angeles, spoke to the subject of “Classrooms and Opportunity: Instruction, Identity, and Learning.”

Panels were facilitated by SCOPE Co-director Prudence Carter, Associate Professor of Education at Stanford University; Richard Banks, the Jackson Eli Reynolds Professor of Law at Stanford University; and Dorothy Steele, Executive Director of CCSRE and the Stanford Integrated Schools Project. Also speaking were Stanford President John L. Hennessy; Deborah Stipek, the I. James Quillen Dean and Professor of Education at Stanford; and C. Matthew Snipp, Professor of Sociology at Stanford and Director of CCSRE. ❁

The event was co-sponsored by the Stanford University School of Education, the Eisenhower Foundation, the Civil Rights Project, the Warren Institute, and the Education and the Public Interest Center (EPIC/EPRU).

Panel member Powerpoints and the Kerner report can be downloaded from the SCOPE web site: <http://edpolicy.stanford.edu>.

KERNER FORUM SESSIONS SCHEDULE:

INTRODUCTION

John L. Hennessy, Stanford University

Linda Darling-Hammond & Prudence Carter, Co-Directors, SCOPE

Alan Curtis, President and Chief Executive Officer, Eisenhower Foundation

PANEL 1 “Education Systems and Opportunity: The Kerner Commission Forty Year Report”

Linda Darling-Hammond, Stanford University

Goodwin Liu, Associate Dean, University of California, Berkeley

Prudence Carter (facilitator), Stanford University

PANEL 2 “Schools and Opportunity: Structuring Access to Knowledge”

Gary Orfield, Professor, University of California, Los Angeles

Amy Stuart Wells, Teachers College, Columbia University

Kevin Welner, University of Colorado at Boulder

Richard Banks (facilitator), Stanford University

KEYNOTE ADDRESS

Linda Darling-Hammond, Stanford University

PANEL 3 “Classrooms and Opportunity: Instruction, Identity, and Learning”

Patricia Gandara, University of California, Los Angeles

Kris Gutiérrez, University of California, Los Angeles

Gregory Walton, Stanford University

Dorothy Steele (facilitator), Stanford University

Presidential Politics Exploring Race, Class, Faith and Gender in the 2008 Election

During the Fall 2008 quarter, the Center for Comparative Studies in Race and Ethnicity partnered with the Program in African and African American Studies to sponsor the special topics course CSRE/AAAS 12 Presidential Politics: Race, Class, Faith, and Gender in the 2008 Election. The most recent U.S. presidential election was unprecedented, revealing the complexities of identity and its role in uniting and dividing the electorate. This course gave students and faculty a unique opportunity to explore this transformational moment in American history.

The course enrolled nearly 200 students plus a similar number of community members attended each week as panels of scholars from across the country discussed the roles of the media, race, class, gender, and religion in the presidential contest. The class was a true reflection of the interdisciplinarity of the Center and our majors, engaging historians, psychologists, journalists, political scientists, sociologists, and literary scholars in an exciting analysis of the candidates, the campaigns, and the resulting victory of President Barack Obama.

Presidential Politics also employed a service learning component which gave students the opportunity to participate in political service experiences as part of the class. Fifty-seven students completed nearly 600 hours of service in political projects including voter registration, GOTV (get out the vote) efforts, poll monitoring, and work as election officers in Santa Clara County.

Nora Martin (English, '09) said of her experience, “[W]hat equally fascinated me were the student and community responses to the class. I was impressed by how the historic feeling of the election drove many to want to learn...I realized how personal—not just political—these election identity issues were.”

The panels and lectures from Presidential Politics are available on the Stanford YouTube channel (www.youtube.com/Stanford) and on Stanford iTunesU (select Law and Politics).

—Tania D. Mitchell

The following articles by Elam and Snipp were previously published in “Thinking Twice” on January 28, 2009. Thinking Twice is a newspaper column that appears monthly in the Stanford Report. Each month Stanford scholars take a multi-disciplinary look at the same issue from their uniquely informed points of view. The January 2009 “Thinking Twice” issue addressed the following question: “Do you think that we are living in a “post-civil rights” era?”

Why Obama is Black Again

—Michele Elam

Barack Obama’s inauguration was for so many an awe-inspiring, historic and transnational event: It was full of grand pageantry and a good-humored pomp and circumstance that made D.C. the place to be. People were called together in many ways, and one of the more important ways they were asked to unite was over the contentious matter of race.

But it is worthwhile noting that this unlikely racial consensus was achieved through a strategic kind of absencing: Gone from the inaugural coverage were all the hand-wringing equivocations preceding the Democratic nomination about whether Obama’s person and politics went “beyond race” (and if that was a good thing or not), whether he even met the minimum standards for blackness (it was never clear



who got to wield this racial measuring stick), or whether he was capitalizing on what novelist Danzy Senna calls the “mulatto millennium” of mixed-race celebrities.

Remember back when Barack was not yet vetted as black? Journalist Jonathan Weisman commented that Obama “is much more white than black.” Conservative radio show host Glenn Beck called Obama “colorless,” saying that he “might as well be white.” Rush Limbaugh daily replayed “Barack the Magic Negro,” a ditty set to the tune of “Puff the Magic Dragon,” written and performed by a white man mimicking the Rev. Al Sharpton complaining that Obama was not “authentically black.” Perhaps most humorously, African American commentator Debra Dickerson, appointing herself the gatekeeper of blackness, told a skeptical Stephen Colbert that Obama was not black at all according to her criteria. (To which Colbert responded that he was terribly disappointed; he had been so looking forward to voting for a black person).

So it is all the more striking that Obama was brought so firmly back into the racial fold—symbolically blessed first with Congressman John Lewis’ placement of Obama within the arc of the civil rights struggle in his Democratic National Convention speech, then anointed by the divine concordance of Martin Luther King Jr.’s birthday on the eve of his inauguration, and finally given a benediction by the civil rights icon Pastor Joseph Lowery that opened with lines from “Lift Every Voice and Sing,” a song often referred to as the “Negro National Anthem.”

When Obama became president, Barack became black again.

How did this happen? What does it mean?

This consensus about just who Obama is serves its purposes—America unites over the idea of “the first black president.” The ritual and spectacle of the music, the mega-screens, the invocations, the prayers and the poems, played and replayed around the world, formed the powerful collective representation of Obama as both president and black. At least for the moment, his political and racial statuses are unimpeachable. The inauguration was the climax of his transformation from a black suspect, to a suspect black, to mixed-race cosmopolitan, to MLK’s heir to, finally, America’s Native Son.

It is a story that both includes and excludes; as Toni Morrison advises in her essay “Unspeakable Things Unspoken: The Afro-American Presence in American Literature,” it is always important to consider what is “not there” in a narrative, for “certain absences are so stressed, so ornate, so planned they call attention to themselves . . . like neighborhoods that are defined by the population held away from them.”

Obama may well be figured as the main character in a shared national vision of unity, but it is important to see when and where that empowering image of communion might sometimes be enabled through the suppression of competing voices,

whether they be disagreements over race, gay civil rights or anything else perceived as a challenge to the hope and the dream. Indeed, the tableaux of togetherness on the National Mall threw into greater relief HBO’s drop of the live broadcast of gay Episcopalian Bishop V. Gene Robinson’s pre-inauguration invocation.

These representations of Obama are all, to some degree, revelatory of our contemporary national neuroses, fantasies and investments in race. The welter of conflicting and competing images of him in text, on screen, on stage, online and in his own memoirs reflects the imaginative processes and narratives by which social realities are made and unmade. They both point to and produce changing commitments to particular ideas of race, to the sway of some racial stories over others.

Often when we talk about race, scholars reference—and rightly—the sobering health, economic and incarceration statistics associated with African American life and death. The potent images of Obama’s inauguration also suggest that overcoming racism is not simply a matter of recognizing and righting structural inequities but also, as W.E.B. Du Bois argued repeatedly, of exploring how profoundly representation shapes the national psyche. ❁

The more things change, the more they stay the same

– C. Matthew Snipp

Last week, we inaugurated our first African American president, and coincidentally our first mixed race president, and our first Hawaiian president. The first of these three events captured the public imagination while the other two have passed with barely a comment, and for good reason. Few Americans know the sordid history behind the acquisition of Hawaii. Fewer still have parsed what it means to be multiracial in America. But most Americans are well aware of the travails of African Americans, from slavery to Jim Crow to the Civil Rights movement.

Trolling the news outlets since the November elections yields two seemingly dissonant messages. One is that Obama’s election signals a new era in race relations—that we are living in a “post-civil rights” era, an era of “color blindness.” The *New York Times* recently published a glowing story about an interracial couple who suddenly have found it less awkward to have to conversations with their friends about racial differences. In contrast, others are quick to point out that racism is alive and well in America, and that Obama’s election will mean little for changing the racial partition that has existed in this country since its inception.

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These mixed messages sound like “racial injustice in a post-racial society,” yet I cannot disagree with either one. That Obama becomes president the day after we celebrate the birth of Martin Luther King Jr. is an event profoundly rich in symbolism. It is hard to deny that much has changed since King’s death in 1968. At the same time, my inner sociologist recites a litany of disturbing facts:

- *The African American prison population ranges from a low of 30 percent in Rhode Island to a high of 76 percent in Louisiana. In California, 69 percent of the prison population is nonwhite.*
- *The poverty rate for African Americans is twice the rate for the nation as a whole (24 percent versus 12 percent, respectively).*
- *A typical middle class white family possesses about twice as much wealth as a typical middle class black family.*

Reconciling the apparent irrelevance of race with the persistence of racial inequality leads me to believe that we have indeed reached a new day in race relations, though not an entirely benign one. Obama’s election can be seen as the culmination of a series of “firsts” for African Americans. Jackie Robinson was, of course, the first black man to play in major league baseball, and since then, we have witnessed a parade of “firsts” in business, professional sports, entertainment, public service and electoral politics. For a small number of truly exceptional individuals, their extraordinary talents mean that their race is no longer the overriding handicap that it once represented.

However, juxtaposing the statistics showing our indelible racial divide with Obama’s election suggests that race relations in America have settled into a curious equilibrium. We can believe that within communities of color, exceptionally talented individuals will be recognized and achieve great success. Like modern Horatio Algiers, we are cheered by the success of a few gifted individuals and take this as affirmation that great strides have been made in remedying America’s history of racial injustice. At the same time, we are perfectly content knowing that ordinary African Americans and other minorities are more likely to live in poverty, to be incarcerated, to attend poorer schools and to lead unhealthier and shorter lives for no other reason than their ethnic heritage. Barack Obama promised bipartisanship and to “govern from the center.” He did not promise to redistribute wealth, overhaul the welfare system or transform the administration of criminal justice.

A recent article by Patrick Sharkey in the *American Journal of Sociology* showed how the effects of social environments can accumulate across generations. It led me to wonder whether the disadvantages connected to growing up in an impoverished community also can accumulate like compound interest—with the disadvantages of slavery and Jim Crow amplifying over time, an impossible burden for all but the most exceptional. Barack Obama was fortunate to be spared from this history in his own upbringing. Yet for millions of others living in historically disadvantaged communities of color, mired in poverty and the daily victims of racial discrimination, King’s dream remains a distant ideal.



The Program in African and African American Studies (AAAS) welcomes new Associate Director, Cheryl R.

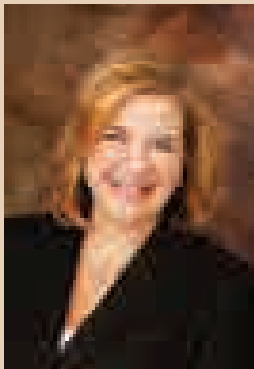
Richardson. Dr. Richardson received her B.A. in History with an emphasis on African American History, at the University of California, Los Angeles, two M.A.’s (one in History, one in Education) at Stanford, and her Ph.D. in Education and Interdisciplinary Studies at Stanford in 2001. She has published on a range of topics including articles on education, pedagogy, health curriculum, digital technology and new media.

Formerly a Research Scholar at the Carnegie Foundation for the Advancement of Teaching, Dr. Richardson implemented projects focused on improving teaching in higher education. She also worked at Georgetown University at their Center for New Designs in Learning and Scholarship, and the Ford Foundation. Committed to models of community development, she has served as a Board member of the Foundation for a College Education, an East Palo Alto non-profit, and co-founded the Association for Higher Education and Development (AHEAD) in Uganda. Cheryl has a wide perspective on the diaspora after living and working in the U.S., Africa and Europe.

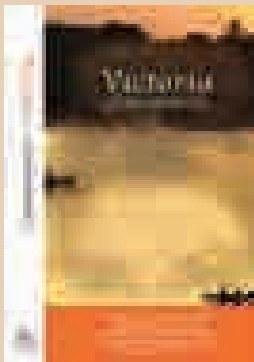
CCSRE is excited to have Cheryl on board as a new member of the CCSRE and AAAS community.

Taube Center for Jewish Studies: A Focus on Race and Ethnicity

– Charlotte E. Fonrobert



Olivia Cohen-Cutler, Senior Vice President at ABC, discussed a study on “Women and Ethnicity in the Media” and showed examples from Grey’s Anatomy, Brothers and Sisters, and other ABC shows.”



As part of the conference on Jewish Iraqi Literature the Taube Center published with Sami Michael a special edition of his book *Victoria*.

During this academic year the Taube Center for Jewish Studies at Stanford continued to develop its ties with CCSRE in various exciting ways. One overt form that this collaboration has taken is the joined co-sponsorship of our two centers, together with other programs and departments at Stanford, of the Race and Faith Initiative of the Program in African and African American Studies (AAAS; see p. 12). Beyond financial co-sponsorship, we have been working with AAAS on shaping the Jewish perspectives and contributions to this year of the Race Forward initiative. This collaboration seeks to demonstrate the complicated role of race in Jewish culture on various levels. During the Presidential Politics course in Fall 2008 (see p. 18), Professor David Biale (UC Davis, History Department) presented an analysis of the attitudes and opinions of Jews in America and elsewhere towards the election. The photo exhibit *Jews of Color: In Color*, co-sponsored with Jewish Studies by CCSRE and AAAS and hosted at the Hillel Center at Stanford, came to campus in Spring 2009 to further explore Jewish cultures in Africa (Ghana/Zimbabwe), India and Mexico.

Questions and theories of ethnicity with regard to the study of Jewish culture continue to shape our programmatic concerns at the Taube Center. Right before the start of the past academic year (2007/08), we hosted an international conference on *Sami Michael and Jewish Iraqi Literature*, in collaboration with Ben Gurion University in Israel. The conference focused on the work of Sami Michael, an Israeli novelist, who was born in Baghdad in 1926, and in 1948 left for Israel to become one of the prominent novelists in the Hebrew language that he had acquired only later in life. Through discussion and critical reflections on Michael’s work, however, the conference also highlighted the intricate relationship between cultural contexts that shape ethnic identity(ies) as in this case, Iraqi, and kinship (Jewish birth). As became clear once again, the balance between the two may not necessarily be one that privileges one over the other. Rather, the foregrounding of such ethnic diversities under the broad rubric of Jewish identity and culture nurtures a fertile ground for cultural alliances that are not always predictable.

We also sponsored a well-attended program with a cultural policy dimension and hosted Olivia Cohen-Cutler who lectured on “Women and Ethnicity in the Media.” Cohen-Cutler is the Senior Vice President for Practice and Policy at ABC where she is in charge of determining the acceptability of entertainment programming, as well as a founding member of the Morning Star Commission a group of professionals that promote diverse images of Jewish women in the entertainment industry.

Beyond the programmatic concerns, however, our academic year 2007/08 was dominated by the search to fill a senior position in Jewish Studies which successfully concluded in luring Prof. Steven Weitzman, the director of Jewish Studies at Indiana University to Stanford’s Department of Jewish Studies, as a scholar of the Hebrew Bible and Jewish Cultural History during the Hellenistic and Early Roman Empires. Prof. Weitzman’s hire is of importance to our collaboration with CCSRE in that his recent work focuses on the emergence of Jewish diaspora culture in the world of the Hellenistic and Roman empires. His arrival at Stanford in July 2009 will thus help to add a historical dimension to the study of diaspora cultures that is crucial also to the work at CCSRE.

Finally, we are pleased to announce that Professor Shelley Fisher Fishkin, Professor Avner Grief and Professor Jonathan Berger recently joined the Jewish Studies Faculty Executive Board. ❁

A complete list of affiliated faculty, courses, research projects and events can be found on our website: <http://jewishstudies.stanford.edu>

2008–2009 African and African American Studies Program Updates

– Cheryl R. Richardson



Artist: AAAS major Ré Phillips

2009 marks AAAS' 40th Anniversary, and we will recognize it as the first African and African American studies program at a private university in the U.S. and as a catalyst for social change with alumni, faculty, staff, and students.

The 2008–2009 academic year is an exciting one for the Program in African and African American Studies, which is an Interdisciplinary Program affiliated with CCSRE. Our website is updated with links to local, national and international organizations, a blog and calendar. Our new office boasts beautiful, student-created art [see image at left]. Moreover, this September, in conjunction with CCSRE, AAAS launched Race Forward. This initiative is a campus-wide interdisciplinary project that reaches out to scholarly fields of research and teaching that have not extensively engaged critical race studies or where scholars or students of color have been underrepresented. 2008–09 is focused on Race & Faith, 2009–10 on Race & Environment, and 2010–11 on Race & Human Health (see page 10).

This year AAAS has stimulating programming that is linked to Race Forward, like Race and Faith Faculty Salons, as well as other events that encourage deep exploration of theoretical, cultural, and social issues across races, ethnicities, and faiths. Among other events, in the Fall quarter we co-sponsored a visit by Professor Marable Manning, a leading scholar and founder of African American Studies. Professor Manning gave a lecture on Malcolm X, Islam, and the presidential election. As part of co-sponsoring the Presidential Politics: Race, Class, Faith, and Gender in the 2008 Election course, AAAS offered students opportunities to meet personally with and study the work of Professor Eddie Glaude (Princeton), a premier scholar of African American religious thought.

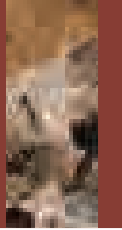
In the Winter quarter we inaugurated Diaspora Tables, a bi-monthly invitation for graduate and undergraduate students to discuss research on and about the African Diaspora. The Tables have brought wide-ranging discussions of slave auctions, biculturalism, music and race, Black-queer studies, the work of James Baldwin, and African influences in Mexico. Working closely with the Center for African Studies and the Clayman Institute for Gender Studies, AAAS also hosted Professor Amina Mama, who gave a talk about feminism and militarism in Africa. We also held a lunchtime panel discussion--*Practice What You Preach: Social Justice in The Church and Academe*, developed and co-sponsored with the Martin Luther King, Jr. Research and Education Institute--with Professor Al Camarillo and Reverend Billy Kyles in recognition of Dr. Martin Luther King, Jr.'s birthday.

The event brought a very diverse group of students, staff, faculty and community members together to listen to ways to enact social justice in places of faith and in academe. In the Spring, we host several scholars as part of our Distinguished Race and Faith Lunch and Lecture series. Every Wednesday at noon, the Stanford community has an opportunity to learn from world-class scholars about intersections of race and faith from various perspectives and disciplines. We also co-sponsored an exciting art exhibit, *Jews of Color: In Color!* with the Taube Center for Jewish Studies.

AAAS has also vigorously improved its undergraduate program after a curriculum review, providing students enhanced advising and the chance to create a major emphasis based on their intellectual interests. Students create a coordinated program of study for their undergraduate studies that offer concentrations in, regions such as Africa, African America, the Caribbean; foci like IDA (Identities, Diversity and Aesthetics), race theory, or mixed-race studies; a historical period or discipline; or an emphasis developed with their advisors. Our current students are focusing their studies on topics as diverse as religion in the Caribbean to issues of race and poverty in urban education, from African American theatrical performance to underground news media in Nigeria, and from gay Black identity in the Harlem Renaissance to the experiences of black women in the sciences.

An occasion to look ahead as well as retrospectively, 2009 finally marks AAAS' 40th Anniversary: this coming Fall we will recognize it as the first ethnic studies program at Stanford and the first African and African American studies program at a private university in the U.S. For four decades, AAAS has served as a powerful intellectual and social catalyst for change with alumni, faculty, staff, and students. Please join us for the festivities! ❀

FACULTY PROFILE: *James T. Campbell*



In *The Presence of the Past: Popular Uses of History in American Life*, authors Roy Rosenzweig and David Thelen surveyed Americans on how closely connected they felt to history. They found that twice as many Americans (56%) felt connected to the past when visiting a museum or historic site than they did studying history in school (28%), and that more Americans trusted museums (80%) and relatives (69%) as sources for history than high school teachers (36%) or college professors (54%).

For James T. Campbell, Edgar E. Robinson Professor in United States History, such figures represent a challenge to academic historians. “Most professional historians still tend to be a bit dismissive of public history – history that reaches beyond the gates of the university,” Campbell notes. “From the day we enter grad school, we’re programmed to look at the tenure-track university job as our professional destination. But the fact is that a lot of what Americans know, or think they know, about their past doesn’t come from our classes or our books but from that family trip they took to Monticello or Gettysburg.”

Campbell is one of a number of academic historians who have begun to reach out to the world of public historians, seeking ways to engage in broader public conversations about the meaning of our nation’s past. While at Brown University, where he taught for a decade before coming to Stanford, he chaired a university committee charged with investigating and facilitating public dialogue on Brown’s historic relationship with slavery and the trans-Atlantic slave trade. The committee helped to produce both a curriculum on slavery and slave trading in New England, now in use in over a thousand American high schools, and a museum exhibition recounting the voyage of a slave ship, the *Sally*, sent to West Africa by the Brown brothers in the year that the university was founded.

“I’ve had the opportunity to lead lots of

groups through the exhibition,” Campbell notes, “and you can see the impact it has. Rhode Islanders today have no idea how central a role the state played in the transatlantic slave trade. They look at this exhibit and say, ‘How come I never learned about this?’” The exhibit, which toured schools and libraries throughout the state, is now permanently installed at Providence’s John Brown House Museum, the historic home of one of the ship’s owners.



For Campbell, such exhibitions represent just one of many ways in which professional historians can be active in disseminating scholarly work to the public. “If you look at the last 25–30 years of American historical writing,” he says, “we have produced a much more inclusive, richer version of the American past. We’ve incorporated the experience of people who had previously been left out of the historical narrative, or consigned to the proverbial blue-shaded page of the textbook. But a lot of this work hasn’t really penetrated very deeply into the consciousness of the broader public, much of which continues to think about U.S. history in pretty conventional ways. That’s a challenge.”

One place to begin, Campbell suggests, is with high school teachers. “Most high school teachers today face constraints and challenges that we in universities can scarcely begin to appreciate,” he notes. Few have time to keep up with the latest historical scholarship, but they are willing to incorporate it if given the facilities to do so. Many are particularly hungry for materials relating to the

historical experiences of historically marginalized groups like African Americans, Latinos, and Asian Americans, whose children they face in their classrooms. “The demand is there,” he notes. “It’s up to us to supply it.”

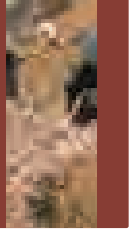
One promising recent development has been the “Teaching American History” grant program of the Department of Education, which provides funds for sustained collaborations between high school teachers and university-based historians. Campbell has worked with half a dozen such projects. Last summer, for example, he led a group of forty teachers from Rhode Island and Mississippi on a week-long tour of southern Civil Rights sites, ending in New Orleans, where the teachers met with veterans of the Civil Rights Movement, as well as with community organizers from the city’s devastated Ninth Ward. “The whole trip was a tremendously empowering experience for the teachers,” Campbell says, “On the bus each day you’d hear them talking about how excited they were to share what they were learning with their students.”

Campbell sees no contradiction between the “publish or perish” world of academia and the experience of touring Alabama with high school teachers. “I love to do research and write,” he says, “but I also love to teach.” He adds that teachers often make the best pupils. “They pay attention, they do the reading, and they’re all adept at sustaining discussion. It makes my job easy.”

When asked about his plans at Stanford, Campbell had this to say: “I’m still settling in and I don’t really know what specific outreach opportunities there might be. But it’s hard to imagine a more congenial climate for this kind of work than CCSRE.” ❁

– Victor R. Thompson

ALUMNI PROFILE: *Jennifer Taylor ('06)*



Ientered college very interested in race and inequality but not sure what I wanted to do with it. The Center for Comparative Studies in Race and Ethnicity allowed me to explore a lot of different ways to conceptualize injustice and possible ways to combat it. At the same time, it gave me the space to be more creative in figuring out what I wanted to do in my own future. Designing my own course load and thematic focus made me so much more invested in my education than I would have been had I simply been given a checklist of classes to take. Also, the small size of the program made it easy to find my niche and form close relationships with faculty who were really interested in what I had to say and wanted to study. I got a lot of support during the thesis-writing process, in particular, and was given a lot of freedom to develop a topic and format that fit my interests.

After Stanford, I went to Columbia's School of Journalism to earn my Master's in Journalism. All in all, it was an experience that I took a lot of valuable lessons from. The experience helped me realize that there are many ways to do and learn that don't involve studying in a prestigious classroom surrounded by prestigious people.

On some level, every story of inequality or injustice or institutional failure is a race issue. My beat at Columbia was Brownsville, Brooklyn, which had quite a history of racial unrest in the 1960s was no exception. I wrote stories about teen mothers' access to public assistance, City methods of allotting spots in public school Gifted and Talented programs, and Black residents' reactions to the area's growing Latino population.

My Master's thesis was a long-form profile piece that explored the impact of welfare reform policies on women's access to higher education in New York City. Focusing on Roxanna Henry, a single mother pursuing a BA at Hunter College, I told the story of how stringent welfare-to-work requirements that don't recognize

education as an "approved work activity" force women to choose between public assistance and a degree. Race has substantially colored the welfare debate and public reaction to it, so that aspect of the issue played prominently in my piece.

Then, armed with my newfound and refreshing perspective on prestige, I moved on to Yale Law School. I know, I know.



I have been interested in criminal law for a long time, but law school has really cemented my desire to focus my career in that field. My coursework has focused a lot on criminal law and the racial and social inequalities that are reinforced and emphasized through its institutional outcomes. Everybody knows that racial minorities are disproportionately arrested, convicted and imprisoned, but few know that actual crime rates across racial groups are often very similar. The intersection of race and class also impacts criminal law in terms of the quality of representation individuals receive. And I definitely believe that the widely held perception of crime and criminals as "non-white others" continues to influence the way we all see and respond to debates on criminal policy.

Last year, while addressing a Capital Punishment Course I was in, NYU Law Professor and Executive Director of the Equal Justice Initiative Bryan Stevenson said that he believes the fight for justice and equality within criminal law is the next phase of the Civil Rights Movement, the next step in a struggle against oppression and enslavement that can be linked to every other we have faced in this

country. And that rings true to me.

Race remains a worthwhile issue to discuss and study because it stays in our psyche and our motivations long after society stops explicitly discussing it – or even consciously recognizing it. It is still a powerful force, perhaps more powerful now that so many are eager to deny its influence.

But I also feel that we shouldn't allow ourselves to be blinded to other issues that don't fit neatly into the category of racial injustice. Race studies should inform our research, action and understanding of injustice by illuminating a major ingredient in that injustice; but it shouldn't limit our actions so much that we're blind to the same kind of injustice occurring along class or gender lines. Or, more often, blurring those lines altogether. Critical Race Theory is a fascinating field because it effectively studies the law's treatment of race to better understand other legal outcomes that create inequality. I've really gotten into the writing of Derrick Bell over the last few years, and was fortunate enough to be able to arrange for him to give a lecture at Yale Law School this month as part of our Black History Month events.

Basically, I see race as a topic that expands and informs my interests rather than limits them. I would never say that I am only interested in enfranchising former felons who are non-white, or guaranteeing access to quality public defender services for minority defendants. I guess I look at it kind of like Lani Guinier's canary in the mine metaphor; I wouldn't feel successful if I saved the canary while leaving the miners to die. ❁

– Jennifer Taylor

ALUMNI PROFILE: *Edelina Burciaga* ('99)

Edelina Burciaga grew up with a strong sense of commitment to educational equality. She traces the source of this commitment to her parents' stories of growing up as children of farm workers in California's Central Valley. These stories recalled a time when some children were punished for speaking Spanish in class and were expected to fail academically simply because they were Mexican-American. Fortunately, for Edelina, her parents overcame these obstacles and secured an education for themselves and for Edelina, giving her an opportunity to pursue her own interests in education and policy.

Edelina came to Stanford primarily interested in getting an interdisciplinary perspective on the Chicano life and history. She found a home in CCSRE. "One thing I really appreciated about the Chicana/o Studies major," says Edelina, "was that I had contact with a number of faculty, including Al Camarillo, Yvonne Yarbrow-Bejerano, Paula Moya and Guadalupe Valdés. I also did the Honors Program in Education. My coursework in Chicana/o studies played an integral role in the development of my honors thesis, which examined college access programs aimed at Latino students."

After graduating, Edelina gained experience in implementing educational policy and eventually went to law school at Boston University School of Law. Edelina recalls, "[Earning a law degree] was always in the back of my mind, but I wanted some 'real world' experience first, so I worked with Latino youth in a mentoring program right after graduation. This experience really reinforced my need to attend law school. I was able to see the impact the legal system had on the kids I worked with. I thought with a law degree I could represent kids and their families or be a part of the policy making process. I think the seed was planted in Luis Fraga's Urban Policy seminar, which I took as part of the Chicano studies major."

During law school, Edelina was involved in EdLaw (a partnership between the Youth Advocacy Project, the state's juvenile public defender office, and the Children's Law Center of Massachusetts), where she helped refine a "know your rights" curriculum for youth. She also spent a summer working with the Texas Civil Rights Project in Austin and San Juan, Texas (on the U.S./Mexico border), where she was exposed to the general practice of civil rights law.



Upon graduation from law school, Edelina began work at the Massachusetts Law Reform Institute (MLRI) to effect educational reform for Latino students, primarily working with a small community in central Massachusetts to impel district-level change in a school district with a large minority of Latino students. "Despite the significant Latino population, there weren't many opportunities for advocacy because there were few, if any, community based organizations that served the needs of the Latino community," says Edelina. "Rather than seeing this as a drawback to working in the community, MLRI supported me in going into the community and identifying individuals who were interested in pushing the district to provide a quality education for all students. It started with one person and evolved into a group of committed parents, students, former teachers, and long-time residents who advocated for a number of reforms and eventually got the district to hire three bilingual parent liaisons."

Through her work at MLRI, Edelina promoted the idea that a "lawyer's primary role is to work with the

community to identify issues and solutions—this may not always lead to litigation, but will hopefully result in significant change initiated and organized by community members." Edelina appreciated the opportunity afforded to her at MLRI and the freedom it gave her to "explore these relatively new models and theories in legal discourse."

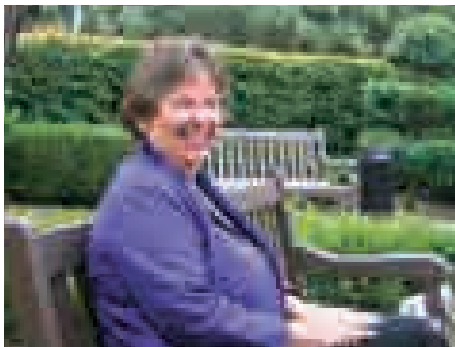
Edelina has since returned to school to pursue her doctorate in education at the University of California, Irvine. Of her future plans she says, "There is no question in my mind that I will continue to work on behalf of the Latino community in the fields of education, law, and policy. My experiences working with different communities across the country have been my richest experiences, and my time in academia has allowed me to process and reflect on these experiences. Ideally I will use all of my degrees to facilitate social change and racial justice. I hope to be an activist scholar and to be grounded in both theory and practice. I think this is one of the most important lessons I learned through my involvement in CSRE—I remember that not only the faculty but my own classmates were doing exciting intellectual work that was going to have a significant impact in the community. This is something that's always stayed with me since graduating."

Edelina Muñoz Burciaga is a doctoral candidate in education at the University of California Irvine. She received her BA from Stanford in Chicana/o Studies and English, with honors in Education in 1999. ❁

– Victor R. Thompson

A CONVERSATION WITH: *Margaret Andersen*

Margaret Andersen is the Edward F. and Elizabeth Goodman Rosenberg Professor of Sociology at the University of Delaware. She has written extensively on issues of race, class and gender including such books as *Thinking About Women: Sociological Perspectives on Sex and Gender*, *Race, Class, and Gender* (with Patricia Hill Collins), *Sociology: Understanding a Diverse Society* (with Howard F. Taylor), and *Sociology: The Essentials* (with Howard F. Taylor). She just completed a biography of an African American art collector that she expects to be published this year by the University of Delaware Press and serves as Vice President of the American Sociological Association where she has been hard at work on a major initiative to secure funding for the 35 year old Minority Fellowship Program. Dr. Andersen took time out from her busy schedule to answer a few questions about her relationship with CCSRE, her role as Chair of the National Advisory Board for CCSRE, and to provide some insight on the future of race and ethnic studies centers in academia.



Q: Describe your initial exposure to CCSRE and how you came to be involved.

MA: I had been serving in the senior administration at the University of Delaware and was going on sabbatical. I had said to my colleague in sociology, Matt Snipp, now current Director of CCSRE, that I wanted to spend my sabbatical time in a place where people were doing the most current research on race. CCSRE was relatively new at the time so Matt suggested I visit. I ended up spending much of my sabbatical year (1999-2000) at CCSRE, where I taught an undergraduate course on Race, Class, and Gender to about 23 CCSRE students. The experience was intellectually exhilarating and the basis of my current association with the Center. I still hear from some of those students and continue to have strong working relationships with faculty and staff in the program.

Q: What was your initial impression of the program?

MA: I thought then (and do now) that CCSRE provides a model for other universities by linking the different interdisciplinary programs that foster research and teaching on race and ethnicity.

The unique part of CCSRE is that each program is able to maintain its leadership while also engaging students and faculty in collaborative work. I also think the connection between the undergraduate and graduate components of CCSRE with the research institute (RICSRE) is an exciting way to engage students and faculty together in important new work in interdisciplinary studies of race.

Q: How has your impression of CCSRE changed over time?

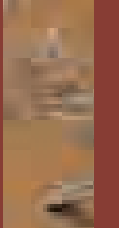
MA: Only in that I continue to be impressed by how much good work the faculty, staff, and students at CCSRE do. Also, the activity in CCSRE has increased over time. For example, though I was a Visiting Professor at CCSRE, there was not then a Faculty Fellows Program. The addition of the Faculty Fellows Program provides an exemplary way of connecting junior and senior scholars. More recently, initiatives like the ones found in the service learning component for students have also enhanced the work at CCSRE in exciting new ways.

Q: When did you become Chair of the National Advisory Board and how would you characterize your role as Chair?

MA: I followed President Richard Lyman (Emeritus) as the second Chair of the Board in the year 2003. I was asked to do so given my familiarity with CCSRE as well as my administrative experiences and reputation as a sociologist. I see my role as advising the Center on its initiatives and priorities, helping the CCSRE faculty and staff locate their work in national discussions and projects on race and ethnicity, as well as assisting in the efforts to secure the financial basis of CCSRE.

Q: Thinking of your own work, what influence has your affiliation with CCSRE had on it, in particular your work on gender?

MA: My initial work, as a graduate student and young faculty member, was on the sociology of racial stratification. Studies of race and class inequality have always anchored my work as a sociologist. However, I “came of age” intellectually as the second wave of the women’s movement was developing. As I studied race, I couldn’t help but think about how the sociology of race informed the emerging analysis of the sociology of women and gender. Younger scholars will find this hard to believe, but there was NO women’s studies not that long ago; I never even had a woman faculty member as a graduate student and I think I only had two women professors as an undergraduate. So, my work in the sociology of gender has emerged from my work on racial and class inequality. When I first published *Thinking about Women* in 1982



(now in its eighth edition!), the book became known for its understanding of gender through a lens that was inclusive of race and class. At the time, that was a unique contribution!! What is now a strong field of study in its own right--race, class, and gender--in my case emerged from thinking about how these forms of inequality intersect, especially in the lives of women of color. I am proud to have been one of the people who has helped formulate thinking about race, class, and gender as interlocking dimensions of the experiences of all people.

Q: Are there any other ways your experiences with CCSRE has influenced your work?

MA: I am currently chairing an important initiative at the University of Delaware--the President's Diversity Initiative--in which we have reviewed everything the University is doing to promote a more diverse campus climate. This means looking at how the university handles the recruitment and retention of faculty and students; the development of educational curricula that foster diversity; and a review of university policies and procedures with the intent of developing a welcoming and diverse campus climate. This is a large task and my experience with CCSRE has been a huge help in doing this work.

Q: Looking forward, what role do you see CCSRE and other similar centers playing in both academic and non-academic settings?

MA: This is a complex question because of the multi-faceted dimensions of the Center. Of course, CCSRE plays a central role in the development of the educational curriculum for Stanford students--both undergraduate and graduate. Too often, universities marginalize studies of race and ethnicity from traditional academic disciplines. Centers like CCSRE are critical to seeing that universities develop studies that recognize the diversity of human experience and perspectives. A place like CCSRE not only supports the curriculum at Stanford, but also generates the knowledge that guides such studies across the nation. Second, the research at CCSRE can be an important guide for social policy and community outreach. Scholars at CCSRE are doing important work on some of our most pressing national issues--persistent poverty, immigration, educational inequity, just to name a few--and this research can and should guide social actions that can address these public concerns. ❁

– Victor R. Thompson

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2007-2008 FELLOWS

(Front row, left to right): MarYam Hamedani, Roselyn Lee, Michelle Rhee, Amy Tan, Frank Samson, Mireille Le Breton and Dave Nussbaum (Back row, left to right): Marcela Muñiz, Dorothy Roberts, Eric Avila, Gabriele Arredondo and Harvey Young (Mark Sawyer and Julie Minich not pictured)

VISITING FELLOWS 2007-2008

GABRIELA F. ARREDONDO is Associate Professor of Latin American and Latina/o Studies at the University of California in Santa Cruz. She is co-author of *Chicana Feminisms: A Critical Reader* and sole author of *Mexican Chicago: Race, Identity and Nation, 1916-1939*. Her teaching and research interests include comparative Latina/o histories, gender and racial formations, U.S./Mexico transnationalisms, comparative immigration, post-colonial Mexico, U.S. social history, as well as Chicana/o history. Her current research project explores a variety of inter-racial contacts between Mexicans and non-Mexicans in order to understand how such experiences contributed to contemporary conceptions of race and gender. This comparative project, grounded in the 1920s and 1930s, will include several sites: Chicago (U.S.), Mexico City (Mexico), Michoacán (Mexico) and San Francisco (U.S.). Gabriela is currently in her first year as the Director of the Chicano Latino Research Center at the University of California, Santa Cruz, which she says is very exciting and challenging. Her article, "Of Breasts and Baldness: My Life with Cancer," was recently published in *Speaking From the Body* (ed. Angie Chabram-Dernersesian and Adela de la Torre, University of Arizona Press, 2008).

ERIC AVILA is an Associate Professor of Chicano Studies and History at UCLA. His book, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles* (2004), explores the post-World War II construction of a racialized (sub)urban identity in Los Angeles. His article, "Popular Culture in the Age of White Flight: Film Noir, Disneyland and the Cold War Suburban Imaginary," was voted in 2005 as one of the ten best articles in American history by the Organization of American Historians. At RICSRE, he worked towards the completion of *The Folklore of the Freeway*, a comparative exploration of the role of culture in the effort to preserve the integrity of racial and ethnic communities against the tide of modernization in the post-World War II American city.

DOROTHY ROBERTS is the Kirkland & Ellis Professor at the Northwestern University School of Law. She has written and lectured extensively on the interplay of gender, race, and class in legal issues concerning reproduction, bioethics, and child welfare. She is the author of the award-winning *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (1997) and *Shattered Bonds: The Color of Child Welfare* (2002) and a frequent speaker at university campuses, social justice organizations, and other public forums. She serves as a member of the board of directors for the Black Women's Health

Imperative and the National Coalition for Child Protection Reform and on the executive committee of Cells to Society: The Center on Social Disparities and Health. She recently received a National Science Foundation grant to study the relationship between race-based biotechnologies and concepts of racial equality and identity.

MARK Q. SAWYER is an Associate Professor of Political Science and African American Studies at UCLA, Director of the UCLA Center for the Study of Race, Ethnicity and Politics, and Field Chair of the Race, Ethnicity and Politics area in the Political Science department. He considers himself a comparativist with serious interests in Black political thought, critical race theory, post-colonial theory, and theories of the state. He is the author of *Racial Politics in Post-Revolutionary Cuba* (2006), which received the Du Bois Award from the National Conference of Black Political Scientists and the Ralph Bunche Award from the American Political Science Association. He has published articles in numerous journals including the *Journal of Cross-Cultural Psychology*, *Perspectives on Politics*, and the *Journal of Political Psychology*. His current project, *Nationhood, Race, and Blacks in the Americas* provides a discussion of the evolution of conceptions of race and racial politics in the Americas that attends to questions of the state and black agency.

HARVEY YOUNG is an Assistant Professor of Theatre at Northwestern University. He is President of the Black Theatre Association, a Vice President of the Association for Theatre in Higher Education, and a member of the Executive Committee of the American Society for Theatre Research. He is the author of numerous articles and essays, including "The Black Body as Souvenir in American Lynching", and "Touching History: Suzan-Lori Parks, Robbie McCauley, and the Black Body". His current book project *Embodying Black Experience: Performing the Past in the Present* investigates how select artists use performance to access and replay historical experiences of the black body. In addition, he is currently researching apartheid-era "necklacings" in South Africa, and the development of regional theatres in Chicago between 1960 and 1980. He was awarded a National Endowment for the Humanities Summer Stipend in support of the latter project in 2005.

VISITING FELLOW ALUMNI UPDATES

2002-2003

In 2008, **EDUARDO BONILLA-SILVA** published *White Logic, White Methods: Racism And Methodology* (with Tukufu Zuberi). He is currently working on his book, *The Invisible Weight Of Whiteness: The Racial Grammar Of Everyday Life In Contemporary America* which he expects to be published in 2010. In addition, he expects to have a textbook on race and ethnicity co-authored with Professor David G. Embrick, Loyola University, to be released by Rowman and Littlefield. Eduardo Bonilla-Silva is currently a Professor of Sociology at Duke University.

2003-2004

NANCY MARIE MITHLO's work documenting the emergence of an indigenous arts presence at the Venice Biennale from 1999 to 2009 has reached its tenth year and in 2009 she will curate an exhibit titled *Rendezvoused* at the Venice Biennale. Her current project defining indigenous curatorial standards, "American Indian Curatorial Practice," is one of nine Ford Foundation "Advancing the Dialogue on Native American Arts in Society" initiatives. Her book "*Our Indian Princess: Subverting the Stereotype*" was recently published by the School of Advanced Research Press, Santa Fe, New Mexico, and she is a recipient of The Woodrow Wilson 2009 Career Enhancement Fellowship for Junior Faculty. Nancy Marie Mithlo is an Assistant Professor of Art History and American Indian Studies at the University of Wisconsin-Madison.

STEPHEN MURPHY-SHIGEMATSU, has returned to CSRE to teach the class Transcultural and Multiethnic Lives in Asian American Studies. Fruits of his recent work in the Stanford School of Medicine Cross-Cultural Medical Education Initiative will appear in 2009 in journals including *BMJ*, *Academic Medicine*, *Family Medicine*, *The American Journal of Nursing*, and *Training and Education in Professional Psychology*. He recently co-edited *Transcultural Japan: At the Borderlands of Race, Gender, and Identity* (Routledge, 2008).

RICHARD SHWEDER recently edited a book with Martha Minow and Hazel R. Markus titled, *Just Schools: Pursuing Equality in Societies of Difference* (Russell Sage Foundation Press). He has a forthcoming comprehensive reference volume on the child titled, *The Child: An Encyclopedic Companion* that examines diverse pathways of development in child development from hundreds of different contributors. He is currently writing a book provisionally titled *Customs Control: Un-American Activities and The Moral Challenge in Cultural Migration*. During the 2008-2009 academic year he is a member of the School of Social Science at the Institute for Advanced Study in Princeton, New Jersey.

2004-2005

NED BLACKHAWK has left his position as Associate Professor of History and American Indian Studies at the University of Wisconsin-Madison to become a Professor of History and American Studies at Yale University. He says the CCSRE Visiting Fellows Program was essential to his professional development and he thanks all members of the program for making his year at Stanford possible.

BARBARA KRAUTHAMER has left NYU for a position in the History Department at the University of Massachusetts-Amherst.

JENNIFER RICHESON is an Associate Professor in the Department of Psychology and the Department of African American Studies (by courtesy) at Northwestern University. In 2009, the American Psychological Association awarded her the APA Distinguished Scientific Award for Early Career Contribution to Psychology (Social Psychology). This award recognizes excellent young psychologists who are within 9 years of receiving their PhD. She is also a John D. & Catherine T. MacArthur Foundation Fellow (2007-2011).

2005-2006

RICK BALDOZ'S book, "*The Third Asiatic Invasion: Race, Class and Conflict in Filipino America 1898-1948*," will be published by NYU Press in Fall 2009. He recently published

an article titled, "The Racial Vectors of Empire: Classification and Competing Master Narratives in the Colonial Philippines" in the Spring 2008 issue of the *Du Bois Review*. He is currently an Assistant Professor in Sociology at The University of Hawai'i at Manoa.

TOM GUGLIELMO received tenure last year at The George Washington University where he is an Associate Professor in the Department of American Studies. He is currently a fellow at Harvard Universities' Charles Warren Center where he is hard at work on his book, *Race War: WWII and the Crisis of American Democracy* and has recently secured a contract with Oxford University Press for this book.

In 2007, **SABRINA ZIRKEL** was a Fellow with both the American Psychological Association and the Society for the Psychological Study of Social Issues. Her recent publications include, "Creating more effective multiethnic schools" in *Social Issues and Policy Review* (2008), and "Dissociation in the binge-purge cycle of Bulimia Nervosa" in the *Journal of Trauma and Dissociation* (2008). She is currently Professor in Educational Leadership at Mills College.

GRADUATE DISSERTATION FELLOWS 2007-2008

MIREILLE LE BRETON, earned an M.A. from the University of Maryland, at College Park, in French and Francophone Literatures and a DEA from Caen University, France, in English and American philology. She studied at the lycée Fénelon in Paris and at the University of East-Anglia, Norwich, UK, before spending a year as an exchange student at the University of Delaware, where she delved into 20th Century literature and film studies. She spent the first six years of her life in Algeria, which might provide an explanation for her sound attraction to African literatures and cultures. She is interested in nomadism, diaspora, and deracination in contemporary migrant literatures. Her dissertation is entitled *North African Youth, Contest Identities and Cultures in Contemporary France*. She has published poetry in both the United States and the United Kingdom and critical articles on 20th Century French literature and film studies. Mireille is currently an Assistant Professor of French at Nazareth College of Rochester in the Department of Foreign Languages & Literatures and Director of the French House.

J. ROSELYN LEE (Communication) earned a B.A. (summa cum laude) and an M.A. in Communication from Seoul National University. Her M.A. thesis, which investigates the effects of disability framing (limitation vs. variation) on perspective-taking of and

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prejudice against the disabled, received the Outstanding Thesis Award from the university; and her paper based on the thesis won the Student Paper Award from the Media and Disability Interest Group at the Annual Convention of Association for Education in Journalism and Mass Communication in 2002. At Stanford, she has conducted research on computer-mediated communication and human-computer interaction to understand the important role played by new media technologies in social and cultural processes. Her research on how computer interfaces manifesting social support can enhance learning has recently appeared in the *Journal of Communication*. In her dissertation, *A Threat on the Net: Stereotype Threat in Avatar-Represented Online Groups*, she investigates how women and minorities experience identity threat in computer-mediated social environments and how such threat could be challenged. Roselyn's dissertation won the Best Research Thesis Award given by the German Society for Online Research (DGOF: Deutsche Gesellschaft für Online Forschung). In August 2009, Roselyn will join Hope College in Michigan as an Assistant Professor in Communication.

DAVID NUSSBAUM (Social Psychology) earned his Ph.D. in social psychology at Stanford University. He graduated cum laude with a B.A. in Psychology and in Ethics, Politics, & Economics from Yale University. He has published articles in the *Journal of Experimental Social Psychology* and the *Personality and Social Psychology Bulletin*. He is fluent in English, French and spoken Polish and is considered proficient in Hebrew. The title of his dissertation is *Defensiveness in the Classroom*. David is at the University of Waterloo as a Post-Doctoral fellow in psychology.

MICHELLE YOUNG-MEE RHEE (English) received her A.B. in Literature, graduating magna cum laude from Harvard University in 2000. She has been awarded a Harvard Pechet Traveling Fellowship, a Fulbright Scholarship, and a Mellon Dissertation Fellowship. Her dissertation entitled *Slant in Asian American Poetry and Fiction* which introduced the concept of slant: an evolution of Henry Louis Gates's Signifyin(g) and Daniel Kim's notion of a yellow vernacular. She coined the term to name a specific kind of resistance identifiable in some of the most mainstream Asian American writers. Legible in the popular and accessible texts of Li-Young Lee, Fae Myenne Ng, Ruth Ozeki, and Chang-rae Lee are racial allegories concerning the plight of Asian American writing. Her project points to the need for more nuanced readings of these seemingly non-experimental writers. *Slant*, Michelle argued, is in fact a phenomenon specific to yellow writing precisely because of the history of racializing Asian Americans

through the model minority myth and the myth of multiculturalism in America. Michelle is now an Assistant Professor in English at Skidmore College in Saratoga Springs, NY.

FRANK L. SAMSON (Sociology) Frank Samson is a Ph.D. Candidate in Sociology. With generous support from the CSRE teaching fellowship and later the RICSRE Dissertation Fellowship, Frank was able to make substantial progress on his dissertation, entitled *Race and the Limits of American Meritocracy*. He is currently a dissertation fellow at the Public Policy Institute of California.

AMY CYNTHIA TANG (English) earned a B.A. in English from Harvard University, graduating magna cum laude. As a Ph.D. candidate in English at Stanford, she has received a Geballe Dissertation Fellowship from the Stanford Humanities Center, has served as a writing mentor to students majoring in CSRE, and coordinated the 2002-2003 Asian Americas Graduate Research Workshop, funded by the Mellon Foundation. Her dissertation, *Postmodern Repetitions: Race and the Politics of Form in Contemporary U.S. Literature*, explores practices of formal repetition across a variety of contemporary minority-authored texts. Arguing that the dominant frameworks used to comprehend such repetitions – parody and trauma – have tended to reduce their complexity to a simple choice between resistance and subjection, or empowerment and victimization, the dissertation explores a number of texts that refuse both the catharsis of parody and the paralysis of trauma, in order to consider anew the complex intersections between race, form, and agency that inhere in such strategies. Her research and teaching interests include African American and Asian American literature, theories of postmodernism, and literary theory.

GRADUATE DISSERTATION FELLOW UPDATES

HEEJUNG KIM (1999-2000) one of CCSRE's first Graduate Dissertation Fellows, is currently an Associate Professor in the Department of Psychology at the University of California-Santa Barbara. In 2001, she was the recipient of the Society of Experimental Social Psychology Dissertation Award. *Dialogue* (Fall 2007) recently identified her as one of the most cited Assistant Professors in Social Psychology. She was recently named one of the Revolutionary Minds in science by *Seed Magazine* (August 2008).

MARK BRILLIANT (2000-2001) is an Assistant Professor in the Department of History and Program in American Studies at the University of California, Berkeley. He and his wife are proud parents of their first child, a boy named Ezra Max Brilliant. During the upcoming year, he intends to follow suit by completing his first book, a civil rights history of California from World War II to Bakke, to be published by Oxford University Press. This book grew out of his Stanford dissertation in the Department of History, which received generous support from CCSRE.

SHANA BERNSTEIN (2001-2002) is an Assistant Professor of History at Southwestern University in Georgetown, Texas. Her book, *Forgotten Coalition: Interracial Civil Rights Activism in World War II and Cold War Los Angeles*, will be published with Oxford University Press in 2010.

VENUS OPAL REESE (2001-2002) is an Assistant Professor of Aesthetic Studies in the School of Arts and Humanities at the University of Texas at Dallas. She recently published "What Do You See When You Look At Me?: Fusing Performance And Teaching/Defusing Racial Tensions in the Classroom" in *Theatre Topics*: a special issue on Teaching African American Theatre (March 2009), and "Transatlantic Minstrelsy: Performing Survival Strategies in Slavery and Hip-Hop" in *Recharting the Black Atlantic: Modern Cultures, Local Communities, Global Connections* (Routledge, 2008).

RAÚL CORONADO JR. (2002-2003) is an Assistant Professor in the Department of English Language and Literature at the University of Chicago. Raúl recently published an article titled, "The Aesthetics of Our America: A Response to Susan Gillman," in *American Literary History*. He is currently working on his manuscript, *A World Not to Come: Revolution, Modernity, and Latino Literary Culture*, based on a decade of archival research in the U.S. and Mexico in which he offers a theoretically-informed and interdisciplinary-based literary history of Latinos in the U.S.

CHERISE SMITH (2002-2003) joined the faculty in the Department of Art and Art History at University of Texas at Austin in 2005. Since then, she has published essays on contemporary and African American art in *Art Journal* and in the book *New Thoughts on the Black Arts Movement* (Rutgers UP 2006). The writing of her manuscript *En-Acting 'Others': Exploring the Politics of Identity in Works by Eleanor Antin, Nikki S. Lee, Adrian Piper, and Anna Deavere Smith* has been supported by postdoctoral fellowships from the Getty and Ford foundations.

CHRISTOPHER D. SCOTT (2003-2004) is an Assistant Professor at Macalester College, where he teaches a course on race and ethnicity in Japan. He is working on a book manuscript entitled *Invisible Men: Race, Masculinity, and Zainichi Korean Subjectivity in Postwar Japanese Culture*, and recently completed an English translation of Ian Hideo Levy's novel *Ando's Room*, the first work written in Japanese by a white American author, for the Japanese Literature Publishing Project. Echoing James Baldwin's novel *Giovanni's Room*, *Ando's Room* explores whiteness, sexuality, and diasporic identity in 1960s Japan.

SHELLEY LEE (2004-2005) is enjoying her second year at Oberlin College, where she teaches in the Departments of History and Comparative American Studies. She is continuing to make progress on her first book, *Claiming the Oriental Gateway: Japanese Americans and Urban Cosmopolitanism in Seattle, 1900-1942*, and she is beginning to outline a second project, a history of Los Angeles Koreatown. While she has not yet acclimatized to the Cleveland winters, she has definitely acquired an appreciation for the history and character of old rust belt cities.

TEACHING FELLOWS 2007-2008

MARYAM HAMEDANI (Psychology) graduated summa cum laude as a Phi Beta Kappa from Middlebury College, where she received a double major in Philosophy and Psychology Honors. Her research focuses on how patterns in the sociocultural environment shape self and identity. Some topics she has investigated in her research include how Americans' attitudes and behaviors are affected by different perspectives about their national identity, how Americans are influenced by messages focusing on their freedom from vs. their connection to others, and representations and interpretations of Hurricane Katrina survivors' actions. Her dissertation, *Interdependence in the Land of the Free*, examines the psychological consequences of interdependence in American contexts, where the importance of independence is typically emphasized. She is a recipient of Stanford's Centennial Teaching Award and has taught courses on social psychology, sociocultural psychology, statistics, and comparative studies in race and ethnicity.

JULIE MINICH (Spanish and Portuguese) holds a B.A. in Comparative Literature from Smith College. Her research interests include Chicana/o cultural studies, feminist theory, disability studies and Latin American and Spanish literature. Her dissertation, *National*

Bodies/Embodied Nations: Reading Disability in Chicana/o, Mexican, and Spanish Cultural Production, is concerned with how disability functions in feminist, queer, decolonial, post-dictatorial and/or anti-racist engagements with nation and nationalism. She has taught courses at Stanford in both Chicana/o Studies and Spanish language. Julie is now an Assistant Professor of English at Miami University in Oxford, Ohio.

MARCELA MUÑIZ is a doctoral candidate in Education with a concentration in Higher Education, Administration and Policy Analysis at Stanford University. She received her B.A. in Sociology (with honors) and Spanish, and earned a certificate in Curriculum on Children and Society from Stanford. She is currently conducting research and preparing policy-related papers on graduate issues for the Vice Provost for Graduate Education and providing consultation for The College Board's initiative on Educating Latinos for the Future of America. She has been a writing mentor for the Students of Color Research Network and an instructor for Upward Bound at Stanford. Her research interests include access and equity in higher education, affirmative action, faculty diversity, Latinos in higher education, college student development, and institutional change. Marcela was recently awarded a Diversifying Academia Recruiting Excellence (DARE) Fellowship from Stanford's Office of the Vice Provost for Graduate Education. In addition, the NASPA Foundation awarded her a research grant for a study of graduate diversity officers at U.S. research universities. She continues to work on her dissertation, *The Effect of Anti-Affirmative Action Mandates on University Faculty Recruitment and Hiring*.

TEACHING FELLOW UPDATES

MARIA COTERA (1998-1999), one of the first teaching fellows in CCSRE, received tenure last year and is now an Associate Professor at the University of Michigan with joint appointments in the Program in American Culture, where she serves as Director of the Latina/o Studies Program, and Women's Studies. She is also on the National Council of the American Studies Association. Her book, *Native Speakers: Ella Deloria, Zora Neale Hurston, Jovita González and the Poetics of Culture* was published in December 2008 by University of Texas Press.

LISA B. THOMPSON (1998-1999) is an assistant professor of English literature at SUNY, Albany. Her book, *Beyond the Black Lady: Sexuality and the New African American Middle Class*, is slated for publication by the University of Illinois Press in July 2009. Her critically acclaimed play, *Single Black Female*, which was nominated for a 2005 LA Weekly theater award for best comedy, opened off-

Broadway at the Duke on 42nd Street in June 2008. Her play *Mother's Day* was featured in the February 2009 Company of Angels Theatre's ensemble production, *Black Women: State of the Union*.

STEPHANIE FRYBERG (2000-2001) has been an Assistant Professor in the Department of Psychology at the University of Arizona since Fall 2004 where she also has a faculty affiliation with American Indian Studies. The University of Arizona gave Stephanie Fryberg a Five Star Faculty Award for excellence in undergraduate education in 2007. She was also the recipient of the Louise Kidder Early Career Award from the Society for the Psychological Study of Social Issues (SPSSI) in 2007. In 2009 she was awarded an Excellence in Research Award from the Society for Social Work Research for her article, "Identity-based Motivation and Health" in the *Journal of Personality and Social Psychology* (January 2009).

SIMÓN E. WEFER (2000-2001) After two years as a NSF Minority Post-doctoral Fellow at Harvard University, and a year at Babson College in Wellesley, MA as a visiting professor, Simón became the founding faculty member in Sociology at the newly formed University of California-Merced. He has begun the process of building the program from the ground up. In addition to continuing his work on how race and neighborhood disadvantage effects neighborhood mobilization in Chicago from 1970-1990. He has begun a similar project on immigration protests in California since 2005. He is currently exploring how race plays out on a new campus, using questionnaires to students at UCM to understand how they perceive race relations on campus.

VICTORIA CAROLINE PLAUT (2001-2002) is an Assistant Professor of Psychology at the University of Georgia. She is on the leadership team of the Center for Research and Engagement in Diversity (RED) at the University of Georgia and is actively working with organizations, conducting diversity climate assessments and designing empirically-based training while conducting her own research. Her latest research was a study of diversity in an organization with over 10,000 employees, to be published in the coming months in *Psychological Science*.

RACHAEL MIYUNG JOO (2005-2006) is currently an Assistant Professor of American Studies at Middlebury College where she teaches courses on race and ethnicity, Asian American Studies, globalization, cultural and social theory, and 20th century America.

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Commissioned by the Chinese government, "Messengers of Peace" was completed in 1940 to honor Franklin D. Roosevelt's election to a third term as president of the United States. It traveled from war-torn China to the White House and was subsequently housed at the Roosevelt Library and Museum in Hyde Park, New York. It is painted with mineral pigments and ink on silk and measures 64 x 140 inches. It was most recently displayed at the deYoung Museum in San Francisco as part of the exhibition, "Asian/American/Modern Art, 1900-1970." The artist, **Shu-chi Chang**, was the father of Professor Gordon H. Chang, Professor of History and Director of the Asian American Studies Program at Stanford.

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