



CCSRE

Center for Comparative Studies
in Race and Ethnicity
Stanford University fall 2010



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LETTER FROM THE DIRECTOR, C. Matthew Snipp



Matt Snipp

“Our undergraduate majors have continued to increase, the fellows program remains as vibrant as ever, and our trademark event, the faculty seminar series, remains a popular event, often with standing-room only crowds.”

Greetings from Building 360! Reviewing my message from last year I was struck by what a difference a year makes. With the financial calamity of the autumn of 2008, the University and the Center's finances had been strained and we were focusing most of our energy on “doing more with less.” We were fortunate that we were successful in cutting our expenses without compromising the core activities that make up the Center's work and without losing staff to budget cuts. In fact, our undergraduate majors have continued to increase, the fellows program remains as vibrant as ever, and our trademark event, the faculty seminar series, remains a popular event, often with standing-room only crowds. As we approach the beginning of the 2010–11 academic year, the Center, like the University, is financially stable, and we look



Rich Benjamin, a speaker in the Faculty Seminar Series and an alumnus of the Modern Thought and Literature Program, signs a copy of his widely-read *Searching for Whitopia*

forward to planning for growth in the near future.

In 2009–10, the Center experienced some notable events and transitions. Perhaps the largest and most significant change in the Center was the departure of our executive director Dorothy Steele. As many of you know, Dorothy's husband, Claude Steele, was asked to serve as the provost of Columbia University and understandably, this presented opportunities for both of them that they could not decline. Nonetheless, they are dearly missed. Dorothy was involved with the Center almost from its founding; first, as the associate director of the Research Institute at the Center (RICSRE) and as the Center grew, as our first executive director. We hope someday that she and Claude will return to “the Farm.” We were fortunate to have them visit this past spring when Claude kindly agreed to be our speaker for the Anne and Loren Kieve Distinguished Lecture. His talk was based on his new book, *Whistling Vivaldi*, and attracted one of the largest audiences in the history of this lecture series.

Shortly after Dorothy's departure, we were very pleased to find a very talented and skilled administrator to serve as our next executive director. Elizabeth (Beth) Wahl is a Stanford alumna. She received a Ph.D. from Stanford's Department of Comparative Literature and served



Provost Claude Steele, Columbia University, gave this year's Anne and Loren Kieve Distinguished Speaker lecture.

for several years as the associate director of the Stanford Humanities Center. It has been a pleasure working with her this past year, and under her watch, the affairs of the Center are in capable hands.

As I write this, another very significant transition is about to take place in our undergraduate program. Margarita Ibarra, our student services specialist, will be retiring July 30. Margarita has been with the undergraduate program from its beginning and has helped each and every one of our students negotiate the complexities of an interdisciplinary major. She stays in touch with many of these students as they have gone on to careers in law, teaching, and public service. We will deeply miss her kind and compassionate demeanor.

After Margarita's retirement, Sarah

Gamino assumes the student services role. She recently graduated from San Francisco State University with a Master's degree in Education. Her Master's thesis was a study of the obstacles to graduation that Latina/o students face in higher education. We are very pleased that she has joined us and look forward to her outreach to new and potential majors.

In addition to these staff changes, we welcome several new faculty to the Center. This fall, José David Saldivar, one of the new faculty hired through the Faculty Development Initiative (FDI), will assume the directorship of the undergraduate program. Professor Saldivar joined the Comparative Literature Department in January of 2010. In addition, David Palumbo-Liu will assume the position of Chair of Asian American Studies. We are also pleased to welcome more FDI hires. Professor H. Samy Alim was hired in the School of Education in the fall of 2009–10, and he will be joined by Assistant Professor Vaughn Rasberry in the Department of English and Assistant Professor Corey Fields in the Department of Sociology in the fall of 2010–11. FDI faculty have specially designated affiliations with our Center and play a vital role in our course offerings, our affiliated institutes, and our outreach to Stanford and the community. As one example, Professor Alim is leading an effort to establish a new affiliated

research center on the study of race, education and language. Professor Alim and his colleagues have received seed funding for this initiative from the School of Education and the School of Humanities and Sciences as well as from President Hennessy.

We also say a fond farewell to Professors Hazel Markus and Jennifer Eberhardt, who have ably led the Research Institute this past year and provided crucial leadership to the Center over many years. Professor Jim Campbell from the History Department will assume the role of Faculty Director of the Research Institute this fall.

In addition to these comings and goings, there are other developments to celebrate. We are pleased to report that our undergraduate program was once again unanimously approved for another five-year term. At Stanford, Interdepartmental Programs (IDPs), such as the one offered by our Center, must be reviewed by the School of Humanities and Sciences and by a committee appointed by the faculty senate. Last fall, Dr. Tania Mitchell (associate director of our undergraduate program) and Professor Jeanne Tsai (faculty director of the undergraduate program) prepared an extensive and very detailed report as part of this review. Members of the faculty senate complimented us for offering “a

complex but very high quality undergraduate program.”

This year, in cooperation with Stanford University Press, we also launched a new book series in Comparative Studies of Race and Ethnicity. We offer special thanks to Professor Gordon Chang (History) who led this initiative, and to Professors Samy Alim (Education) and Paula Moya (English), who helped develop the guidelines and criteria for the series. Launching this series is an important step in bringing visibility to an approach to the study of race and ethnicity that has become the hallmark of the Center's cutting-edge scholarship. By the same token, this spring we also celebrated the publication of a new book edited by Professors Markus and Moya called *Doing Race: 21 Essays for the 21st Century*. All of the essays are written by scholars and scientists with current or past affiliations with our Center and represent the types of analyses that exemplify comparative studies of race and ethnicity.

In closing, 2009–10 was a productive year. Next year promises to be an exceptionally busy one for the Center, and I hope that in my next letter, I'll be able to share with you an even longer litany of successes and accomplishments by our students, staff, and faculty. ❁



Rich Benjamin speaks to an audience at Levinthal Hall on the topic of “Whitopia vs. Obama Nation: America's Demographic Future in a 'Post-Racial' Age.”

Farewells and New Faces

SPECIAL RECOGNITION OF SERVICE



Dorothy M. Steele Ed.D. left the position of Executive Director of the Center in August 2009 to join her husband, Professor Claude Steele, at Columbia University, where he is serving as Provost. For many years Dr. Steele served as the Associate Director of the

Center's Research Institute and was instrumental in developing the Stanford Integrated Schools Project. The Center's faculty and staff appreciate Dr. Steele's many years of service to the Center and wish her the very best.



Margarita Ibarra retired in July after many years of serving the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) as its first Student and Academic Services Coordinator. The Center's faculty, students, and staff are grateful to Ms. Ibarra for her

commitment to the program and her dedication to CSRE students.

NEW FACES / STAFF



Dr. Cheryl Brown

Associate Director, Program in African and African American Studies



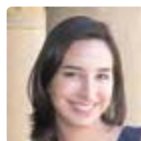
Dr. Carol Campbell

Executive Director, Stanford Center for Opportunity Policy in Education



LaSundra Flournoy

Administrative Associate and Student Services Coordinator, Program in African and African American Studies



Sarah Gamino

Student Services Coordinator, Undergraduate Program in Comparative Studies in Race and Ethnicity



Katie Oey

Administrative Assistant, Taube Center for Jewish Studies



Dr. Elizabeth Wahl

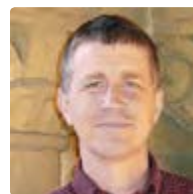
Executive Director, Center for Comparative Studies in Race and Ethnicity

NEW FACES / DIRECTORS



Dr. Arnetha Ball, Professor of Education, joins the Center as the new Director of the Program in African and African American Studies. Her research focuses on improving education for urban populations and examines schools, community-based organizations, and

teacher education programs. Her publications include *Multicultural Strategies for Education and Social Change: Carriers of the Torch in the United States and South Africa* (2006) and *African American Literacies Unleashed* (2005), co-authored with Dr. Ted Lardner (2005).



Dr. James T. Campbell, Edgar E. Robinson Professor in United States History, will serve as the new Director of the Research Institute of Comparative Studies in Race and Ethnicity. Dr. Campbell's research focuses on African American history and the long history of

interconnections and exchange between Africa and America. His publications include *Middle Passages: African American Journeys to Africa, 1787-2005* (2006) and *Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa* (1995).



Dr. David Palumbo-Liu, Professor of Comparative Literature and (by courtesy) English and Chair of Comparative Literature, will serve as the new Chair of Asian American Studies. Dr. Palumbo-Liu's fields of interest include social and cultural criticism,

literary theory and criticism, and East Asian and Asia Pacific American studies. His publications include *The Poetics of Appropriation: The Literary Theory and Practice of Huang Tingjian* (1993) and *Asian/American: Historical Crossings of a Racial Frontier* (1999).



Dr. José David Saldívar, Professor of Comparative Literature, joins the Center as the new Undergraduate Program Director and Chair of Comparative Studies in Race and Ethnicity. Dr. Saldívar is a scholar of postcontemporary culture, especially the minoritized

literatures of the United States, Latin America, and the transamerican hemisphere, and of border narrative and poetics from the sixteenth century to the present. He is the author of *The Dialectics of Our America: Genealogy, Cultural Critique, and Literary History* (1991), *Border Matters: Remapping American Cultural Studies* (1997), and *Trans-Americanity: Subaltern Modernities, Global Coloniality, and the Cultures of Greater Mexico* (forthcoming).

Rethinking Stanford's Curriculum for a New Century and a Global Citizenry



Jim Campbell



Harry Elam, Jr.

"It's important to convey to students and faculty that diversity is not just a box you check off..."

(Vice Provost for Undergraduate Education Harry Elam, Jr.)

This spring CCSRE Executive Director, Elizabeth Wahl, met with Jim Campbell, Professor in United States History, and Harry Elam, Jr., Vice Provost for Undergraduate Education, to talk about their leadership of a committee that will undertake a comprehensive review of Stanford's undergraduate curriculum over a period of two years. The last such review took place from 1993 to 1994.

In January 2010 Stanford began the first comprehensive review of its undergraduate curriculum in fifteen years. The committee, led originally by Professors Jim Campbell and Harry Elam, Jr., has assembled a total of eighteen members, representing faculty, students and staff, in order "to look more broadly at what it means to be an educated citizen" in a world that is increasingly interconnected in ways that are social, political, economic, and ecological.¹ Since Harry Elam has recently been appointed the Vice Provost for Undergraduate Education, he has been replaced as co-chair of this Study of Undergraduate Education at Stanford (SUES) by Professor Susan McConnell of the Biology Department.

At the end of this academic year, the committee had completed many surveys and town hall meetings involving students and faculty. They also looked at what kinds of general education requirements Stanford's peer institutions require. The next step is to ask fundamental questions about how the new millennial learner takes in information and what 21st century students at Stanford will need to know as they become global citizens. Professor Campbell cited the rise of the Internet and the everyday use of multimedia devices as one profound change. But he also pointed to major shifts in global political concerns from the end of the Cold War to the rise of increasingly ideological conflicts between the West and the Islamic world. Campbell indicated that Stanford needs to re-examine its general education requirements in light of these changes, but he also cautioned against a simple expansion of them, arguing that "if you're going to require students to do something, you need to be able to articulate why."

In thinking about how Stanford can serve all of its students

in the 21st century, Campbell and Elam noted that during the past fifteen years Stanford has become "an incomparably more diverse institution." As Campbell put it, Stanford has become a "majority minority" institution, and is perhaps the only one among its elite research institute peer group that has reached this milestone. At the same time, the wider range of entering students, both from within the U.S. and abroad, presents challenges to the university to provide what Elam called "equity in access" to all of the richness that Stanford has to offer. This is particularly true of majors that have become increasingly complex in their requirements.

Vice Provost Elam also talked about taking an "integrative approach" to thinking about the relation of general education requirements to what students will be doing in their majors. "We don't like to think that 'Gen Ed' is over here and that the 'majors' are over there, and that's where all the good stuff lies." Instead, we need to recognize that both are important and they must "impact and support and reinforce each other." General education is something that will scaffold the major" in constructing a liberal education. Campbell added: "We don't want to be trapped into a zero-sum game where there are escalating unit demands of majors, very high unit demands of general education requirements, and something has to give. Instead we need to re-think how these work together."

Professor Campbell noted that in the 21st century, particular bodies of knowledge will no longer be as important as the critical capacities that students acquire in both their general education courses and the courses that constitute their major(s). "We're sending students out into a very dynamic world," where on average they will have at least ten different jobs over a period of twenty years.² They need to be able to respond creatively and adapt to new challenges and new circumstances. In this regard, it's essential that Stanford students acquire certain "habits of mind" – such as "the ability to think critically, to analyze arguments, to synthesize information, to work collaboratively in diverse settings, and to be conscious of the ethical dimensions of their actions." As

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Campbell put it, Stanford students in the 21st century will need to think and respond as citizens of “a very diverse nation, as members of a global community” and as people who “live on a planet of limited resources.”

When asked what role questions of race, ethnicity, and gender might play in the committee’s review, both Campbell and Elam talked about the current Education for Citizenship requirements. These comprise four essential categories of learning – Ethical Reasoning, The Global Community, American Cultures, Gender Studies – yet students are only required to take courses in two of these areas. Campbell and Elam also emphasized the need to look at other models for addressing issues of diversity and to consider ways in which diversity can be spread across the curriculum. Campbell points out that this means thinking beyond existing requirements. “When you require something, you automatically diminish it in the esteem of students. You require things at a cost.” Elam added that “it’s important to convey to students and faculty that diversity is not just a box you check off and that it is also not tangential to what you really want to study.”

In talking about the Center for Comparative Studies in Race and Ethnicity (CCSRE) and how its undergraduate program can help export these ideas more generally to the student population, Elam noted that the Center already plays a key role. He remarked that its introductory course on race and ethnicity “offers an interesting model for addressing these issues, precisely because it doesn’t just use a textbook but integrates current events” that are happening around students. Campbell added that the “course is a superb model, not just of teaching about race and ethnicity, but also about collaborative teaching and connecting what Stanford students are learning in the classroom to the communities in which they live.” He added that the publication of the book that grew out of the course, *Doing Race*, is a “landmark” in part because it assembles “the work of twenty-one different Stanford professors and shares it not only with students in a Stanford classroom but also with a wider audience around the country and around the world.”

Both Campbell and Elam cautioned that the committee has just completed the initial phase of its charge and that much more remains to be done before it can issue any specific recommendations. But they’ve already reached one solid conclusion. “Universities should do this all the time,” said Campbell, and “whatever we do and whatever conclusions we come to...Stanford should revisit and revise them sooner than seventeen years from now.” ❁

-- Elizabeth S. Wahl

1. See the Charge to the Study of Undergraduate Education, <http://www.stanford.edu/dept/undergrad/sues/charge.html>.

2. The average person born in the later years of the baby boom held 10.8 jobs from age 18 to age 42, according to the Bureau of Labor Statistics of the U.S. Department of Labor. Nearly two-thirds of these jobs were held from ages 18 to 27.” (<http://www.bls.gov/news.release/pdf/lnsoy.pdf>)

A CONVERSATION ABOUT EFFORTS TO PROMOTE DIVERSITY

WITH *Dean Richard Saller*, SCHOOL OF HUMANITIES AND SCIENCES



Since coming to Stanford from the University of Chicago in 2007, Dean of Humanities and Sciences Richard Saller has been promoting campus diversity on several fronts. As part of the University’s Faculty Development Initiative, he’s been

working with Professor Al Camarillo to recruit more professors who are interested in teaching about diversity-related matters. He’s a strong advocate for increased funding of under-represented minority doctoral students. More recently he joined Vice Provost for Undergraduate Education Harry Elam to co-chair a Task Force on Diversity across the Curriculum. “Ultimately curriculum is by statute the responsibility of the Faculty Senate, not the deans,” he explains, “but I can help organize discussions on the matter.” Recently he sat with CCSRE executive director Beth Wahl and writer Theresa Johnston to discuss the future of diversity on “the Farm.”

Q: When you speak about diversity on campus, what do you mean?

A: In our discussions about curriculum, one of the issues that we’ve run up against – and I don’t know that we’ll resolve decisively – is which dimensions of diversity we are going to focus on, because diversity can mean everything; and if it means everything it means nothing . . . Surely it will include race. Surely it will include gender. Maybe class, maybe not...I actually think religion is an important element of diversity that is salient right now in the United States.

Q: What types of diverse scholars and scientists does Stanford need?

A: Of course, we will continue to recruit faculty interested in race and things related to ethnicity, and we’ll be looking for faculty

specializing in different religious traditions...We also need to hire more minority faculty.

Q: What about under-represented minority graduate students?

A: My biggest concern is attracting more. Right now we take in about 300 new PhD students across the school each year. Of those, about 200 are from the United States; and of those, 30 were under-represented minorities in this most recent admissions round. It’s gotten as low as 12 across the school, which is pretty horrifying. It is not carrying our responsibility at all, as far as I am concerned. Stanford is the home of some of the best graduate programs in the arts and sciences (of the 11 departments ranked in the latest *US News and World Report*, Stanford ranked number 1 in 6 of them). It seems to me that Stanford has a critical responsibility to develop a pipeline of faculty who reflect the demographics of the student body. Students consistently articulate the sense that they want to have at least some faculty role models who look like them and have shared their experiences.

Q: Can donors help?

A: I know from my experience at the University of Chicago that our numbers could be bolstered with more funding. So that’s probably my single most important goal. Out of the 125 new endowed graduate fellowships that I’ve set as a target, I would like to see about half supporting diversity interests in graduate students – say, 60.

Q: What are your thoughts on fostering diversity across the curriculum?

A: My view is that we shouldn’t be adding to the burden of required courses, partly because we know that many students resent them, and making them required across the student body is the surest way to failure. It also compartmentalizes diversity issues in a way that’s false. . . [A] little over a year ago I met with a trustee, Vaughn Williams, who told me it was his sense that issues related to diversity should permeate regular courses in the social sciences, humanities and biology. That insight struck me as right, and since then I’ve been working with Vice Provost for Undergraduate Education Harry Elam on how to develop our curricula to take that into account.

Q: How do you think the broader Faculty Senate will react?

A: That’s the big challenge. We’re not sure how far we can

push this, because ultimately I don’t tell faculty what to teach in their classrooms...There’s a need for consciousness-raising. The example I use from my own field [Classics] has to do with the role of women in the ancient world. In the great 20th-century works on Roman economic history, women didn’t even appear in the indexes, even though women in Rome had nearly equal property rights with men. It was just off of people’s radar. So it’s a matter of taking subjects that faculty already are teaching and asking them whether there’s a race/ethnicity/gender/religion dimension that they could develop more and identify to students.

Q: How would you encourage more faculty to get on board?

A: One possibility we’ve thought of is offering summer workshops for faculty. Preceding that, to try and build interest, we’ve been thinking we might have a monthly lunch series through at least part of the year to begin to draw in a broader group of faculty. What we need to do is get the faculty to take ownership of this – not just deans or vice provosts.

Q: What role would CCSRE play in your recruitment efforts?

A: In terms of faculty recruitment, CCSRE is invaluable because there has to be a place where faculty from different departments – and this is intrinsically interdepartmental and interdisciplinary – can come together with students and develop their thinking about these issues. There’s also an important symbolic role: CCSRE communicates to potential recruits that this is a matter Stanford takes seriously. The way that we’ve configured it as race and ethnic studies – not just an African American studies center or a Chicano studies center – indicates our approach to it, which is again not to compartmentalize but see it as a web of interrelated issues. . . In terms of graduate student recruitment, I would say the same thing: CCSRE has symbolic importance for students who might be interested in this field of study. The fact is, for better or worse, a disproportionate number of them are going to be students from under-represented minorities, and it’s important that they have a home. ❁

-- Theresa Johnston

Living History: Service Learning at San Francisco's I-Hotel

-- Ju Yon Kim



Dr. Tania Mitchell, Professor David Palumbo-Liu and students from "Asian American Culture and Community," a service learning course.

Walking into the rebuilt International Hotel in San Francisco, students in Professor David Palumbo-Liu's course "Asian American Culture and Community" were struck by how bright and new the building looked. The "I-Hotel" holds a particularly significant place in Asian American history as a symbol of community activism. When an eviction order in 1968 threatened to displace the I-Hotel's tenants, the majority of whom were elderly Filipino immigrants, the residents and Filipino community members launched an almost decade-long struggle to remain.

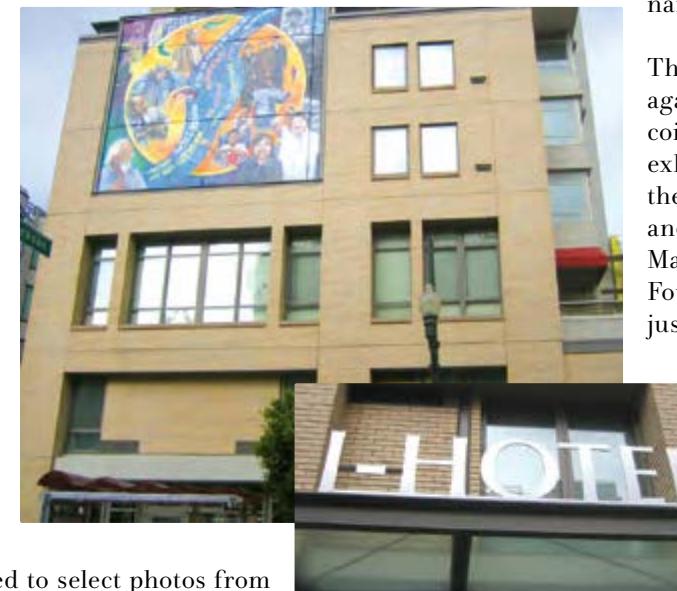
Although the tenants were ultimately evicted in 1977 and the original I-Hotel was torn down the following year, the efforts of activists and former residents led to the founding of the Manilatown Heritage Foundation, the subsequent rebuilding of the I-Hotel in 2005, and its re-opening as a source of low-income senior housing. The students in Professor Palumbo-Liu's course were well aware of this history before their visit, but they had imagined that the hotel would have a slightly well-worn look, one that reflected the long struggle it had ignited. By bringing the students to the hotel on a weekly basis, Professor Palumbo-Liu's course offered students the opportunity to connect real-life community experiences with what they were learning in a traditional classroom setting, a connection unique to service learning. Rather than treating service as something separate and distinct from intellectual pursuits, service learning courses like this one give students new ways to reflect upon and understand the ideas embodied in their coursework.

In Professor Palumbo-Liu's course, students found that simply being in the I-Hotel brought history back to life. Recalling the view from the roof of the I-Hotel during her first visit, Jill Yuzuriha recounts, "It was absolutely breathtaking....Looking out over San Francisco from stories above, I began to understand why the tenants of the I-Hotel had been so willing to fight for their piece of sanctuary...[They were] surrounded on all sides by a vast, promising city that could also be a very unwelcoming, cold, and frightening place." Tina Duong adds, "Although it was a new building, every single inch of it still resonated with the I-Hotel's history. The glass windows on every floor were etched with pictures of faces, places, and quotes. The welcoming cantaloupe-colored walls contrasted with the stacks of original I-Hotel bricks, which were displayed on the walls." Summing up many of the students' feelings, Kristina Peralta put it succinctly: "The new structure is a testament to the love and dedication community activists and residents had for the I-Hotel and Manilatown."

The interdisciplinary approach of the course incorporated videos, works of fiction and poetry, as well as historical readings that complemented the

students' projects. Students even had a chance to meet many of those who were involved with the struggle for the I-Hotel. As Duong recalls, "[W]e not only read Estella Habal's *San Francisco's International Hotel*, but we were also able to meet her and talk to her about experiences she didn't include in the book and have her answer our questions." Students also made special trips to get to know the current residents of the I-Hotel and participated in activities like movie and karaoke nights.

Through their visits to the I-Hotel and their work for the Manilatown Heritage Foundation, the students not only deepened their understanding of the I-Hotel's history; they also helped to commemorate it. One of their projects for the foundation involved compiling materials for the forthcoming book, *Filipinos in San Francisco*. Students helped to select photos from archives and transcribed interviews with members of San Francisco's Filipino American community. In addition, students worked with artist Jerome Reyes on preparations for an upcoming exhibition on the I-Hotel. Opening this fall, the exhibition will feature students' instructions for viewing photos on display that suggest different actions these photos might inspire in those attending the exhibition.



Peralta notes, "Hopefully, through these instructions, observers will have a deeper understanding of the emotions and history behind the photographs....Both projects serve as examples in which the community can work together to construct and take ownership of their own historical narrative."

The course will be offered again in Fall of 2010-11, thus coinciding with Jerome Reyes's exhibition. Duong is among the students who plan to enroll and continue their work for the Manilatown Heritage Foundation. For Peralta, who just received her master's degree from the School of Education, the course has provided an inspiring model: "Taking this class with Professor Palumbo-Liu has shown me that it's possible to bridge the worlds of academia and activism and to use what I've learned in the community to inform my graduate work." Duong's reflections in her final paper were even more direct and personal: "The new residents are still writing the history of the I-Hotel, and the best part is that through interacting with them, I was also able to become part of [that] history." ❀



"History is alive and dynamic. It's constantly continuing and changing, so by interacting with communities and working with organizations, you become a part of that history and start to understand much more about the community you're working with."

TINA DUONG is a junior at Stanford. Double majoring in Asian American Studies and Biology, Tina is interested in looking at the intersections of race and health, specifically cross-cultural competency and mental health in Asian American populations.



"As students, it's easy to become detached from the outside world: we spend so much time in our classrooms or dorms, learning and studying theories without having the opportunity to apply what we learn to real life contexts. Service-Learning

Courses allow students to serve and become active participants in the community that we hope to eventually impact once we graduate from Stanford."

KRISTINA PERALTA recently received her M.A. in Policy, Organization, and Leadership Studies from the Stanford School of Education. Previously, she was a community organizer for the Immigrant Rights Project of the Asian Law Caucus in San Francisco.

CCSRE Takes Service to East Palo Alto

On March 27, 2010, the first annual Stanford Alumni Day of Service brought together hundreds of Bay Area alumni and guests on 36 alumni-led projects that provided hands-on service to the community.



For the Day of Service, CCSRE Director of Service Learning Dr. Tania Mitchell and Project Leader Cynthia Liao (B.A., Asian American Studies '09) organized an event in partnership with the Mural, Music and Arts Project (MMAP) in East Palo Alto. CCSRE Advisory Board member Emory Lee (A.B. '59, M.A. '64), CSRE alumni, and other Stanford graduates worked to ready the MMAP facilities for spring and summer programs. Volunteers participated in a number of beautification projects including painting, planting, creating signage and light carpentry work. The mission of the MMAP is to educate, empower and inspire youth through the arts.

The Color of Change: The Faculty Development Initiative (FDI) Succeeds in Bringing Six New Scholars to Stanford

This past year the Faculty Development Initiative (FDI), a joint effort of the Center for Comparative Studies in Race and Ethnicity and the Provost's Office, launched its third year of recruitment efforts to bring to Stanford the best scholars in the nation whose research focuses on the study of ethnicity and race.

The initiative has already resulted in the addition of four new faculty members to the School of Humanities and Sciences and the School of Education. This past fall Professor H. Samy Alim, an expert on linguistically marginalized youth, joined the School of Education, followed by Professor José David Saldívar's appointment to the Department of Comparative Literature. Professor Alim is a prolific scholar who has already published multiple books from *You Know My Steez: An Ethnographic and Sociolinguistic Study of Styleshifting in a Black American Speech Community* to *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language*. Professor Saldívar, an internationally known scholar for his literary-historical analysis of the inter-American novel, U.S.-Mexico border cultural studies, and critical social theory, is the author of the groundbreaking *Border Matters: Remapping American Cultural Studies and The Dialectics of Our America: Genealogy, Cultural Critique, and Literary History*.

These two new scholars join 2008-09 faculty hires Professor Gary Segura in Political Science and Assistant Professor Tomás Jiménez in Sociology, both of whom have taken an active role at the Center and at Stanford. Professor Segura currently serves as the Chair of Chicana/o Studies, teaches the CSRE undergraduate program's Public Policy Institute, and is the head of the new Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES), an affiliated institute of CCSRE. Professor Jiménez has participated in panels for graduate students and served on Center selection

committees as well as launching a new Institute for the Study of International Migration (ISIM) with Professor Guadalupe Valdés from the School of Education. Professor Jiménez is the author of *Replenished Ethnicity: Mexican Americans, Immigration and Identity*. Professor Segura's most recent book is titled *Latino Lives in America: Making it Home*.

The third year of the FDI focused on the area of African American Studies with searches in seven departments that yielded three strong candidates. Of those, two will join Stanford this fall as new faculty hires: Assistant Professor Corey Fields, whose research project is entitled "Black Elephants in the Living Room: The Complexities of Black Identity and the Unexpected Politics of African-American Republicans," will join the Department of Sociology, and Assistant Professor Vaughn Rasberry will join the Department of English. His current research is a study of black literary and intellectual history of the post-World War II era that challenges the notion that landmark civil rights initiatives emancipated African American writers from the constraints of writing about racialized experiences and prompted their acquiescence to postwar liberalism.

With the ongoing support of the Provost's Office and the leadership of Professor Al Camarillo, one of the Center's founders and Special Assistant to the Provost for Faculty Diversity, the Initiative will continue to recruit outstanding scholars in 2010-11, focusing on targeted hires that will increase Stanford's strength in Asian American and Native American Studies. As Assistant Professor Tomás Jiménez explains, "It has been a joy to be one of the first two FDI hires, and an even greater joy to be here to welcome the new FDI hires. It goes without saying that CCSRE is a vibrant and growing intellectual community...I can't think of a better place to be studying race and ethnicity." Students seem to agree. New FDI faculty are filling classrooms, encouraging

prospective majors, and bringing innovation and vitality to the field of ethnic studies. As the Center enters its fourteenth year, it continues to serve as a leader in the teaching and research of comparative studies in race and ethnicity, and the Faculty Development Initiative plays a crucial role in that leadership by ensuring that its faculty affiliates are the best and the brightest in their fields. ❁

--Al Camarillo, Professor of History and Special Assistant to the Provost for Faculty Diversity



H. Samy Alim
Associate Professor of Education and (by courtesy) Linguistics School of Education



Corey Fields
Assistant Professor Department of Sociology



Tomás Jiménez
Assistant Professor Department of Sociology



Vaughn Rasberry
Assistant Professor Department of English



José David Saldívar
Director of Undergraduate Program, Chair of CSRE and Professor Department of Comparative Literature



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

CCSRE Receives 2010 President's Award for Excellence Through Diversity

previously printed in the *Stanford Report* on June 3, 2010

-- Katherine J. Sullivan

Professor C. Matthew Snipp, Director of CCSRE, accepted the award on behalf of the Center at a reception on June 3.

The diversity awards, established in 2009, were developed to honor individuals and programs that have made exceptional contributions to enhancing and supporting diversity, broadly defined, at Stanford. Usually, two awards will be given each year: one to an individual among the faculty, students and staff; another to a campus unit, such as a department, program or office.

Among the many commendations presented at the ceremony, CCSRE was recognized for "developing undergraduate curricula on topics focusing on people's identities, origins and cultures"; "providing a welcoming environment to students of diverse backgrounds, identities and interests that encourages them to develop meaningful relationships with faculty and staff and fosters inclusion and empowerment"; and "stimulating intellectual give-and-take, sustained research interactions and interdisciplinary collaborations through the seminars, networks and fellows program of its Research Institute." ❁



President John L. Hennessy speaking at the awards ceremony



President Hennessy shakes hands with Professor C. Matthew Snipp, CCSRE Director.



Graduating senior Henry Tsai speaks about his experiences as an undergraduate CSRE major.



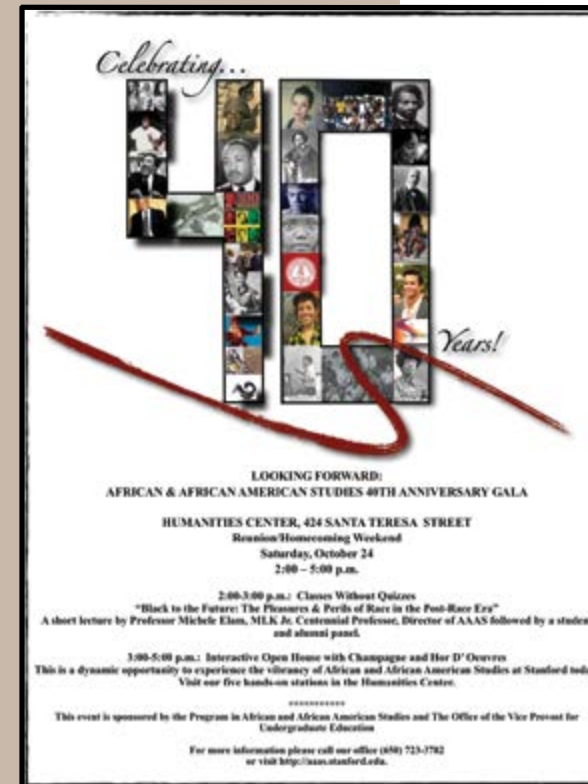
Friends and affiliates of CCSRE gather at the awards ceremony.

Report from The Program in African and African American Studies

-- Director Michele Elam and Associate Director Cheryl Brown

The 2009-2010 academic year marked several exciting new transitions in the Program in African and African American Studies (AAAS). First, the program welcomed two new staff members. Dr. Cheryl Brown, who has two degrees in African American Studies and a Ph.D. in Education, became the new Associate Director in the summer of 2009. She hired the program's new administrative associate, LaSundra Flournoy. Cheryl and LaSundra worked with Faculty Director and Martin Luther King, Jr. Centennial Professor, Michele Elam, on a number of ambitious projects.

2009-10 also marked an important historic milestone for Stanford's AAAS program: the 40th anniversary and commemoration of AAAS as the first African American studies program founded at a private institution in the U.S. As part of the celebration, the program hosted events open to Stanford alumni, students, staff and faculty during Homecoming/Alumni weekend. These included a section of Stanford's "Classes without Quizzes," a short lecture, "Black to the Future: The Pleasures & Perils of Race in the Post-Race Era," by Director Elam, and a panel of students and alumni who spoke about how African American scholarship has affected their careers and lives. At an Interactive Open House guests were encouraged to visit five hands-on stations: 1) *Giving Back*, featuring the new online Stanford Alumni Mentoring (SAM) program; 2) *Listening to Voices*, video testimonials of current students talking about the impact of AAAS on their Stanford experience; 3) *Exploring Student Research*, featuring the creative work of students; 4) *Experiencing Black Arts*, performances by Kuumba, an African dance and drumming student group; and 5) *Walkabout*, an exhibition on a specially designed frieze of sayings that have inspired people of color around the globe. Several hundred people attended this event, and AAAS hopes to build on these connections with many generations of alumni.



In the second year of the Race Forward Initiative, AAAS partnered with Stanford's Woods Institute for the Environment to host dinner presentations on this year's theme, Race and the Environment. These events included a discussion with the First Nations Futures Program, an organization dedicated to Native land stewardship around the globe; "Emerald Cities, Brown Fields, and Black Pollution: Mobilizing Urban Youth to Adapt to Climate Change" presented by Antwi Akom, an Assistant Professor of Environmental Sociology, Public Health, and Urban Education at San Francisco State University; and a presentation by Rachele Gould, a PhD Candidate in Stanford's Interdisciplinary Program in Environment and Resources, on the social and biophysical aspects of ecological restoration. AAAS also sponsored a student-initiated course entitled "Mercy Mercy Me (The Ecology): The Color of Ecoliteracy" during Winter Quarter. This course explored the intersectionality

continued on page 13

of race, class, and other identity politics in our conceptions of the natural world, and was taught by Janani Balasubramanian, a sophomore majoring in Atmosphere and Energy, and Matthew Miller, a sophomore majoring in Political Science. Race Forward is a three-year, university-wide interdisciplinary project that reaches out to scholarly fields that have not extensively engaged critical race studies, or where scholars and students of color have been under-represented.

AAAS continued their very popular bi-weekly Diaspora Tables and hosted several larger events: including the *Redress Roundtable*, which showcased the film "Before They Die!" followed by a discussion about global reparations with William (Sandy) Darity, Professor of Public Policy, African American Studies and Economics at Duke University, and James T. Campbell, Edgar E. Robinson Professor in United States History at Stanford University.

The highlight of our year occurred with the program's annual St. Clair Drake Memorial Lecture. The St. Clair Drake Lectures are dedicated to the memory of Professor St. Clair Drake, renowned African American anthropologist and educator, and the founding Director of the Program in African and African American Studies here. This year's honored speaker was Ms. Valerie B. Jarrett ('78), senior Advisor and Assistant for Intergovernmental Affairs and Public Engagement, to the President. In her inspiring lecture, attended by almost 1000 invited guests, Jarrett reflected on the African American Studies courses she took while at Stanford and their impact on her desire to follow her passions and pursue a career in public service.

Finally, 2009-2010 marks the completion of Professor Michele Elam's three-year term as the Director of the Program in African and African American Studies. Not only did Professor Elam proudly graduate a class of eleven seniors; she and Associate Director Brown completed the program's self-study/curriculum review, which resulted in a successful five-year renewal of AAAS as a degree-granting program. The reviewers stated that AAAS "demonstrates a solid community for its majors which also contributes countless service to the Stanford community as a whole. AAAS is definitely one of the 'good citizens' of the University, with a large impact on students beyond their own majors." Professor Elam deeply appreciates the opportunity to serve as Director and to work with such talented students and colleagues, and she also welcomes Professor Arnetha Ball as the next Director. Dr. Ball is Professor of Education at Stanford University and Visiting Barbara A. Sizemore Distinguished Professor of Urban Education at Duquesne University. Her term as Director of AAAS will begin September 1, 2010. ❀



Michele Elam, Martin Luther King, Jr. Centennial Professor, is an Associate Professor in English. She completed her term as Director of the Program in African & African American Studies in 2009-2010.



Valerie Jarrett ('78), a senior advisor to President Obama, spoke to an audience of nearly 1,000 people about her experiences at Stanford and their role in leading her to a career in public service.

"At Home in Diaspora/ Diaspora at Home" An Interdisciplinary Symposium at the Taube Center for Jewish Studies

--Co-Directors:
Charlotte Fonrobert
and Vered Karti Shemtov

In April 2010, the Taube Center for Jewish Studies held an international symposium entitled "At Home in Diaspora/ Diaspora at Home," which was co-sponsored with the Center for Comparative Studies in Race and Ethnicity (CCSRE), the Program in African and African American Studies (AAAS), and the Center for Russian, East European and Eurasian Studies (CREEES). The symposium gathered scholars from around the globe and across the disciplines to share their research in the field of diaspora studies, in particular, notions of belonging or what "home" means in diaspora conditions. In recent years, Diaspora Studies has come into its own with new journals and institutions like the Centre for Diaspora and Transnational Studies at the University of Toronto. The Centre's director, Dr. Ato Quayson, a scholar of English and Nigerian Literature, gave the opening lecture on "Urban Scripts and Its Readers at Oxford St., Accra." Once quintessentially associated with the Jewish condition of existence after the defeat of the Jewish rebellions by the Roman Empire, the concept of diaspora has now become one of the prime paradigms in the study of globalization. In a world of increasing migration and at the same time increasing homelessness, our understanding of the possibilities and impossibilities of the notion of "home" and "belonging," in a literal/ physical as well as cultural sense, have raised more crucial questions than ever.

The symposium focused on particular aspects of the ideas of belonging and home within diaspora studies. How do these ideas change when "home" is no longer a given (whether that is due to emigration, immigration, migration, refuge, exile, or any other form of displacement)? How do people emplace and replace themselves? How does nostalgia impact the ways in which people constitute themselves in their immediate environment? How do people relate to their imagined and imaginary homes (whether to nostalgia or utopian dreams)?

The symposium offered the occasion for a fruitful interdisciplinary conversation between scholars of Jewish culture and other cultures that have shared similar experiences of displacement throughout the world. What concepts do these different fields of cultural studies draw on and what theoretical frameworks do they develop in order to study the phenomena of diaspora? William Safran, Professor Emeritus of Political Science from the University of Colorado, and an early voice in the field of Diaspora Studies, presented the keynote address on "Diaspora: The National, the Transnational, and the Local."

The organizing principle of the symposium was the element of scale, as in scales of diaspora experience, or spheres of belonging. Thus the symposium shifted focus from a panel on neighborhood (e.g., the Marais in Paris) as a framework of belonging to the rubric of Cities as Homelands (Salonica, Bialystok, and Vilna), that generate their own diasporas, to a panel that interrogated the very notion of homeland as home, and finally to a panel on National Diaspora and Diasporic Nation. The symposium included one of Israel's most engaging writers, Michal Govrin, who spoke on "Releasing the Land: The Sabbatical Year," as well as scholars representing such diverse fields as Literature, Cultural Anthropology, African American Studies, Religious Studies, History and Political Science. This exemplified in productive ways which both the Taube Center for Jewish Studies and the Center for Comparative Studies in Race and Ethnicity considered an important mission, namely, the effort to create a forum for interdisciplinary research as well as conversations among scholars from different fields of race and ethnic studies. ❀



Dr. Ato Quayson, opening lecture

Michal Govrin, Israeli author



photo by Rachel Brezis



Dr. William Safran, keynote address

Celebrating 25 Years of the King Papers Project at Stanford

--Stacey Zwald

“We are not makers of history; we are made by history.”

From Strength to Love, 1963



Twenty five years ago, Dr. Clayborne Carson was selected by King Center founder and president, Coretta Scott King, to direct and edit the King Papers Project at Stanford University. Since its founding in 1985 the Project has been a cooperative venture between Stanford University, the King Center, and the King Estate and serves as a major research center dedicated to assembling and disseminating primary documents pertaining to King’s life, work, and thought.

More than four decades after his death, Martin Luther King, Jr.’s ideas—his call for racial equality, his faith in the ultimate triumph of justice, and his insistence on the power of nonviolent struggle to bring about a major transformation of American society—are as vital and timely as ever. The insights contained in his writings, both published and unpublished, are being preserved in the King Project’s authoritative, chronologically arranged, fourteen-volume edition of *The Papers of Martin Luther King, Jr.* The Papers Project published its sixth volume in 2007 and is currently completing volumes seven and eight.

In addition, the King Institute, established in 2005, engages in extended educational activities. The Institute website provides public access to thousands of King-authored documents and other King-related material published by the Project at <http://kinginstitute.info>. The Liberation Curriculum (LC) initiative seeks to inform teachers and students about global efforts to achieve social justice, human rights, and liberation through nonviolent means, with special emphasis on the modern African American freedom struggle. Access to an online learning community, coupled with a series of workshops, gives teachers the necessary resources and support to fully integrate the liberation curriculum into their teaching, and lesson plans are available to the public through the website— <http://liberationcurriculum.org/>.

Timeline Of Major Institute Events and Accomplishments:

1985: Coretta Scott King invites Clay Carson to edit Dr. King’s Papers; it takes eight years to assemble the materials used as the basis of research for the publications.

1992: First volume of *The Papers of Martin Luther King, Jr.* is published: *Called to Serve, 1929-1951*.

1998: *The Autobiography of Martin Luther King, Jr.*, is published at the bequest of the King family, using private family papers and published and unpublished writings.

2007: In June, the Institute and the National Theatre Company of China in Beijing stage the international premiere of *Passages of Martin Luther King*, a play by Dr. Carson based on the life and work of Dr. King.

2008: The Institute publishes *The Martin Luther King, Jr. Encyclopedia*, a reference work that demonstrates the interconnected nature of King’s associations, ideas, and activities.

2009: The public version of the Online King Records Access (OKRA) database is launched. The Liberation Curriculum published the curriculum guide, *King and Global Liberation*, providing lesson plans and activities that place the African American Freedom Struggle within the larger framework of international human rights and global liberation movements.

2010 and Beyond:

When complete, the King Papers Project’s documentary edition will be the most comprehensive and thoroughly researched compilation of information regarding King’s life and thought. The King Institute is also working with Beacon Press and the Estate of Martin Luther King, Jr., in a new publishing program, “The King Legacy,” to print new editions of previously published King titles that will include new introductions by leading scholars.

While the Papers Project will continue to be at the core of the Institute’s mission, other multi-faceted programs, including undergraduate and graduate research training, public education initiatives, scholarly publications, and conferences and symposia on King and the civil rights movement will play a large role in the Institute’s activities to disseminate comprehensive and accurate information about King and the movements he inspired.

Beginning in July 2010, the Institute will host an annual international conference to discuss ways to move toward the goal of global peace with social justice in a sustainable environment, and will feature prominent experts and social activists. Through such endeavors the Institute hopes to ensure that future generations understand King’s life and his significance in the global struggle for peace, justice, and reconciliation. ❁



California teachers and LC staff visit historic Little Rock Central High School.



Clayborne Carson with His Holiness the Dalai Lama during his 2005 visit to the Institute



Founding donor Ronnie Lott and Director Dr. Clayborne Carson



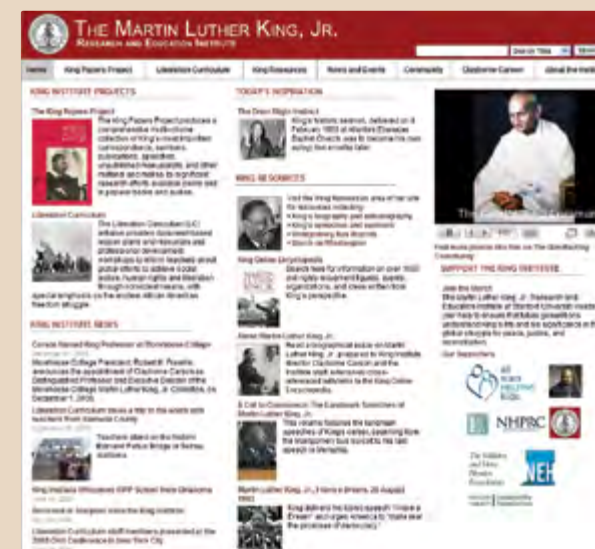
Photo courtesy of Michael Collopy

Clarence Jones, King Institute Scholar/Writer in Residence



Photo by Margo Davis

Mrs. King with Director Clay Carson of the King Papers Project in 1986



Institute website, <http://kinginstitute.info>



Institute Staff in 2009

Report from the Stanford Center for Opportunity Policy in Education (SCOPE)

--Barbara McKenna



Executive Director
Carol Campbell

Campbell worked previously in Ontario's Ministry of Education, where she served as Ontario's first Chief Research Officer and as Founding Director of the Education Research & Evaluation Strategy Branch

The Stanford Center for Opportunity Policy in Education (SCOPE) has been a partner of CCSRE since it was founded in 2008 by Stanford faculty members Linda Darling-Hammond and Prudence Carter. In 2009-10, SCOPE has been involved in events both on and off campus aimed at impacting education policy and bringing attention to issues of educational inequality.

SCOPE's recent activities have all been supported by the latest addition to the staff: Executive Director Carol Campbell. Campbell worked previously in Ontario's Ministry of Education, where she served as Ontario's first Chief Research Officer and as Founding Director of the Education Research & Evaluation Strategy Branch. Also new to SCOPE is post-doctoral student Frank Adamson, who has worked extensively on a SCOPE series on student performance assessment.

This past April in Washington, D.C., SCOPE held a briefing for key legislative and policy staff on student performance assessment. The briefing featured authors of a SCOPE series on performance assessment that examined large-scale student performance assessment in the United States and abroad, including technical advances, feasibility issues, policy implications, assessment with English language learners, and costs.

In July, SCOPE joined forces with Policy Analysis for California Education (PACE) to hold a similar briefing in Sacramento. Attended by some 200 people from around the state, the briefing looked at student performance assessments from three angles: successful international practices, practitioner perspectives, and policy recommendations. Referring to the increasing need for complex thinking skills in college and careers, Director Darling-Hammond noted that "this is no longer a multiple-choice world."

In addition, Executive Director Campbell was a keynote speaker at the Asia Society Partnership for Global Learning conference, where she gave a presentation entitled, "How Does the World Measure What Kids Know?" Her presentation will be included with other webcasts of the conference on the Asia Society website (asiasociety.org).

Importantly for connecting to education practice, SCOPE has expanded to include the School Redesign Network at Stanford University (SRN). Founded in 2000 by Director Darling-Hammond, SRN includes the Leadership, Equity & Accountability in Districts & Schools (LEADS) network. This summer SRN hosted institutes for Albuquerque Public Schools teachers and for the California Linked Learning District Initiative.

SCOPE is currently planning an international colloquium, to be held this October in Toronto, Canada, in collaboration with the Canadian Education Association (CEA). The colloquium will focus on equity in education in Canada and the United States and will feature SCOPE Directors Linda Darling-Hammond and Prudence Carter as well as Penny Milton, Chief Executive Officer of the CEA, and Ben Levin from the University of Toronto. Also in the works is a policy briefing on teacher quality and effectiveness to be held in September in Washington, D.C., that will be conducted in collaboration with the Alliance for Excellent Education. ❁

For more information about SCOPE as well as upcoming events, please visit us at <http://edpolicy.stanford.edu>.

SCOPE in Action



Co-Directors
Prudence Carter and
Linda Darling-Hammond



The School Redesign Network (SRN) held an institute for public school teachers in Albuquerque, New Mexico



District leaders from across California attended a session on "Using Innovation to Build Sustainable Linked Learning Systems"



Drs. Linda Darling-Hammond and Carol Campbell spoke at a Sacramento forum on student assessment policy in California.

Photos by Tamer Abu-Dayyeh and Barbara McKenna

Report from the Institute for the Study of International Migration (ISIM)

--Co-Directors Guadalupe Valdés and Tomás Jiménez

In September 2010, the Institute will sponsor a visit by Wayne Cornelius, Professor Emeritus at UC San Diego and one of the world's foremost experts on Mexican migration and immigration policy. He will present more than three decades of research on Mexican migrants in a talk entitled "Making Immigration Reform Work: What Mexican Migrants Can Tell Us."

The Institute for the Study of International Migration brings together faculty from a number of different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. In 2009-10, the Presidential Fund for Innovation in International Studies (PFIIS) provided funding to five faculty members associated with the Institute—Guadalupe Valdés (Education), Al Camarillo (History), Tomás Jiménez (Sociology), C. Matthew Snipp (Sociology), Miguel Mendez (Law), and Fernando Mendoza (Medicine)—to investigate challenges to human well-being in the arena of international migration by studying the integration of newly arrived immigrants in the nearby community of East Palo Alto.

This project involves not only the integration of immigrant newcomers but also the integration of long-standing East Palo Alto residents in a context that is now heavily defined by immigration. Beginning in the fall quarter of 2009, Assistant Professor Tomás Jiménez along with School of Education doctoral student Maneka Brooks conducted in-depth interviews with African American residents in East Palo Alto. Jiménez has also gathered more than 50 interviews with East Palo Alto residents of all ages as well as observational data at major city celebrations and events. Data collection for this portion of the project will be completed by the fall of 2010.

At the same time, Professor Guadalupe Valdés' part of the research project focuses on immigrants who have children and investigates the ways in which their experiences with educational institutions in their home countries influence their views and expectations of these same institutions in the United States. This is an important area of study because schools and other educational institutions are particularly vital in the lives of international migrants as they seek to obtain access to basic education for their children. Limited information and false expectations about how schools work, how people obtain access to schools, what is expected of children and what documents are needed for school registration, and even confusion about the months of the year in which school instruction begins and ends can have serious consequences for both newly arrived families and school personnel.

PFIIS funding will also be used to generate interest in international migration within the broader Stanford faculty and student community. This year, funding supported a visit to campus by Jean-Michel



Dr. Jean-Michel LaFleur visited campus in Spring Quarter 2009-10



Professor Wayne Cornelius will speak in September 2010

LaFleur, a postdoctoral researcher at the University of Liège in Belgium and currently a Fulbright Scholar at Baruch College's School of Public Affairs (CUNY). Dr. LaFleur presented his research on the right to vote from abroad for Mexican, Italian and Belgian emigrants and its implications for migrants' home and host societies. The Institute looks forward to even more scholarly activity this coming academic year. In September 2010, the Institute will sponsor a visit by Wayne Cornelius, Professor Emeritus at UC San Diego and one of the world's foremost

experts on Mexican migration and immigration policy. He will present more than three decades of research on Mexican migrants in a talk entitled "Making Immigration Reform Work: What Mexican Migrants Can Tell Us." In addition, Professors Tomás Jiménez and Monica McDermott from the Department of Sociology will offer an interdisciplinary research workshop on "Immigration, Race, Ethnicity, and Nation." The weekly workshop offers a venue for graduate students and faculty from all disciplines to present work-in-progress research on the topics of

immigration, race, ethnicity and nation, broadly defined.

The faculty and graduate students in ISIM are particularly enthusiastic about this line of research because of its relevance to both academic and larger policy debates that have come to the fore of national attention as a result of the battle over unauthorized immigration in Arizona. ❁

Report from the Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES).

--Director Gary Segura



The Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES) was founded in 2009 to advance research and learning on issues facing disadvantaged groups in American society. InsPIRES brings together researchers from a variety of disciplinary backgrounds to apply their methods and conceptual approaches to the study of groups excluded from the benefits—economic, social, political or personal—afforded to others in society.

InsPIRES held its inaugural event May 7, 2010 by hosting the Politics of Race, Immigration and Ethnicity Consortium (PRIEC), a group of West Coast researchers. The conference included presentations by sociologists, political scientists, historians and cultural studies scholars, representing work in the methodological, empirical and philosophical traditions of those fields. About seventy participants came from over a dozen institutions in the U.S. and Mexico, including Texas A&M University, the University of New Mexico, Arizona State University, UCLA, UC-Riverside, UC-Davis, UC-Berkeley, the University of Washington, the University of Oregon, USC, CSU-Sacramento, CSU-East Bay, and the Universidad Nacional Autónoma de México.

InsPIRES hopes to hold at least one conference annually and is currently collaborating with scholars at UC-Riverside on a series of conferences related to questions of LGBT equality and the same-sex marriage debate. ❁

COUNT ON THIS: STANFORD RESEARCHERS GET BETTER ACCESS TO CENSUS DATA

Abridged from an article printed in the *Stanford Report* on February 2, 2010 by Adam Gorlick



Sociology Professor C. Matthew Snipp; Chris Thomsen, executive director of IRiSS; Economics Professor Nick Bloom

(Photo by L.A. Cicero; reprinted with permission of the *Stanford Report*)

Thanks to an arrangement with the university's Institute for Research in the Social Sciences (IRiSS), a Secure Data Center was established on campus which allows faculty and student researchers access to an ocean of confidential information accumulated by the Census Bureau, the National Center for Health Statistics and other federal agencies. "The idea is that the government could have people at places like Stanford who are dedicated to sifting through and analyzing all this information," said **Matt Snipp**, faculty director of Stanford's Secure Data Center and Center for Comparative Studies in Race and Ethnicity (CCSRE). "That research gets used as a basis for policymaking. But it's hard to do that kind of analysis in the federal system because of all the other demands they have."

For complete story, visit <http://news.stanford.edu/news/2010/february1/census-data-center-020210.html>

\$12 MILLION GIFT FUNDS EDUCATION AND JEWISH STUDIES AT STANFORD

Abridged from an article in the *Stanford Report* (May 11, 2010)

The San Francisco-based Jim Joseph Foundation has awarded \$12 million to Stanford's School of Education to create a concentration in education and Jewish studies focused exclusively on preparing doctoral scholars and researchers...Faculty in the School of Education will collaborate with scholars in Stanford's **Taube Center for Jewish Studies** to develop the curriculum, offer courses and seminars, and advise doctoral students.

"Our center has long participated in educating the next generation of leaders in the study of Jewish history, religion and literatures," said **Vered Karti Shemtov**, co-director of the Taube Center for Jewish Studies. "The new concentration will allow us to train scholars who will influence not only the academic world but also K-12 education."

For complete story, visit <http://news.stanford.edu/news/2010/may/jewish-studies-051110.html>

HISTORY, MEMORY & RECONCILIATION: MEMORIES OF LOSS HELP COMMUNITIES RECOVER FROM TRAGEDY

Abridged from an article printed in *The Human Experience* (April 2010)

Several Stanford groups are sponsoring a series of events and research projects designed to explore the many facets of the human phenomena called 'memory'...Attention to the role that memory plays in helping people move beyond tragedy is especially pertinent now as citizens of Chile and Haiti transition from survival to recovery after the devastating earthquakes that took place in each country.

"Future of Memory", as the project was initially called, began in the spring of 2008 with the launch of a multi-year research and public policy...to investigate "how communities that have undergone deep and violent political transformations try to confront their past."

Four Stanford scholars co-chair "History, Memory & Reconciliation." They include CCSRE Faculty Affiliates French Professor **Elisabeth Boyi** and Assistant Professor of English **Saikat Majumdar**, as well as Law School lecturer Helen Stacy and Roland Hsu, Assistant Director of the Freeman Spogli Institute's Forum on Contemporary Europe.

For complete story, visit <http://humanexperience.stanford.edu/memory>

STANFORD SOCIOLOGIST GOES UNDERCOVER TO STUDY LATINO IMMIGRATION IN THE SOUTH

Abridged from an article previously printed in the *Stanford Report* (May 5, 2010) by Adam Gorlick

Four years into her teaching career at Stanford, **Professor Monica McDermott**, who is white, took a 12-month sabbatical in 2005 to go "undercover" in Greenville. Her goal was to see firsthand how whites and Latinos were getting along. She rented a house in a neighborhood that was home to working-class Hispanic immigrants and native Southerners, and took a \$10-an-hour job stocking shelves at a discount retail store.

Since returning to Stanford in 2006, McDermott has made more research visits to South Carolina to see how Latinos and whites are getting along. She predicts whites will become more accepting of the children and grandchildren of Latino immigrants, but immigrants themselves will remain at the bottom of the social pecking order. "That's based on the aspects of immigration that causes the most animosity," she said. "There's a suspicion of a lack of legal documentation, a sense that they're undercutting wages and other frustrations like a lack of English skills."

While lawmakers – including Republican Sens. John McCain of Arizona and Lindsey Graham of South Carolina – have framed immigration reform and the need to ease certain restrictions as a pro-business move that would help the labor force, there's been a shift to what McDermott calls "a more nativistic stance."

McDermott predicts Arizona's new immigration law will be struck down in the courts, but she doesn't expect federal lawmakers to pave the path for meaningful reform anytime soon. "A fundamental sea change is under way," she said. "There's a definite moving away from that pro-business standpoint. Ever since the marches and rallies, there's been a very deep concern with the United States harboring a group of people that is thought of as criminalized."

For complete story, see <http://news.stanford.edu/news/2010/may/latino-immigration-study-050510.html>

Gary Segura Named Fellow of the American Academy of Arts and Sciences

Gary Segura, Professor of Political Science and Chair of Chicana/o Studies, was named a 2010 fellow of the American Academy of Arts and Sciences. He is one of ten scholars from Stanford and 229 fellows overall who will be joining the Academy as new members. The prestigious honorary society's fellows include leaders in the sciences, social sciences, humanities, arts, business and public affairs.

Established in 1780 by John Adams and other founders of the nation, the Academy undertakes studies of complex and emerging problems. Its membership of scholars and practitioners from many disciplines and professions gives it a unique capacity to conduct a wide range of interdisciplinary, long-term policy research. Current projects focus on science and technology; global security; social policy and American institutions; the humanities and culture; and education. The current membership includes more than 250 Nobel laureates and more than 60 Pulitzer Prize winners.

The new class will be inducted at a ceremony on October 9, at the Academy's headquarters in Cambridge, Massachusetts.

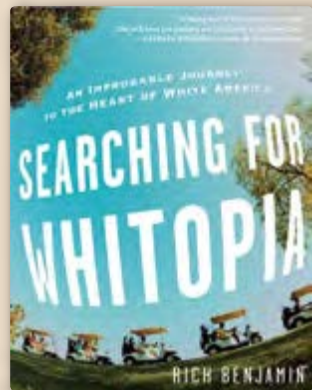
For complete story, visit <http://news.stanford.edu/news/2010/may/academy-arts-sciences-050310.html> and <http://www.amacad.org/news/new2010.aspx>



2009–2010 CCSRE Sponsored Events



Each year CCSRE and its affiliates provide sponsorship for well over 100 events. Below is a small sample of events primarily sponsored by CCSRE and its Research Institute.



Whitopia vs. ObamaNation: America's Demographic Future in a "Post-Racial" Age

March, 11, 2010

In this lecture, Rich Benjamin, author of the new book *Searching for Whitopia: An Improbable Journey to the Heart of White America*, revealed the qualities that make a Whitopia (Why-TOH-pee-uh) and explored the urgent socio-political implications of this phenomenon. Nationally, what will it mean to be White when Whiteness is no longer the numeric majority, nor even the "mainstream"? If the end of White America is thought to be a demographic and cultural inevitability, what will the new mainstream look like? Benjamin examines a central conundrum: the avowed public yearnings for a "post-racial" age juxtaposed to the racial and economic divides still vexing America. Obama's presidency, Benjamin argues, raises the stakes in a struggle between two versions of America: one that is broadly comfortable with diversity yet residentially segregated.



The 5th Annual Anne and Loren Kieve Distinguished Speaker Lecture Whistling Vivaldi: and Other Clues to How Stereotypes Affect Us

June 3, 2010

Claude Steele, Provost and Professor of Psychology at Columbia University and former CCSRE director, gave a lecture on his groundbreaking research on stereotypes and identity as this year's Anne and Loren Kieve Distinguished Speaker. Discussing his new book, *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*, Professor Steele shared the studies that repeatedly show that exposing subjects to stereotypes impairs their performance in the area affected by the stereotype. His book offers insight into how we form our sense of identity and ultimately lays out a plan for mitigating the negative effects of "stereotype threat" and reshaping American identities. CCSRE National Advisory Board member Loren Kieve and his wife Anne have generously endowed this annual lecture, which allows the Center to invite the leading scholars in studies of race and ethnicity to speak at Stanford.

The Research Institute at CCSRE / Faculty Seminar Series

2009-10

This year the Research Institute brought a variety of scholars, including Stanford faculty, to its popular monthly noontime Faculty Seminar Series. For the first time, some talks were given in the afternoon allowing increased attendance from the Stanford student body and the community at large. Below is a brief list of speakers and the titles of their talks:

NALINI AMBADY, Professor of Psychology, Tufts University, "*Social Identities, Behavior and Performance*"

ALICIA SCHMIDT CAMACHO, Associate Professor of American Studies, Yale University, "*Migrant Suffering and the Event without Witness*"

PHILLIP ATIBA GOFF, Assistant Professor of Psychology, UCLA, "*Racial Bias in Policing...and Other Things We Know Nothing About*"

HAZEL MARKUS, Professor of Psychology, Stanford, and **PAULA MOYA**, Associate Professor of English, Stanford, "*Doing Race*"

BRUCE HAYNES, Associate Professor of Sociology, University of California, Davis, "*How the Hebrews Got their Grove Back: The Journey of Beta Israel*"

ALLYSON HOBBS, Assistant Professor of History, Stanford, "*When Black Becomes White: The Problem of Racial Passing in American Life*"



2009–2010 CCSRE Sponsored Events

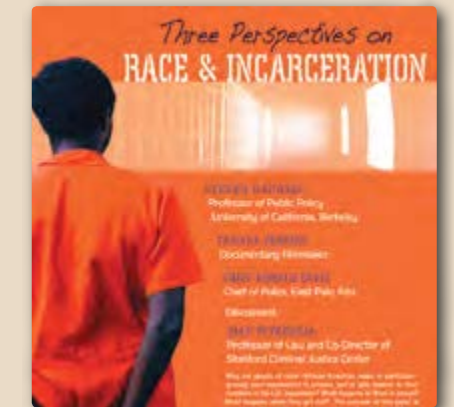


Each year CCSRE and its affiliates provide sponsorship for well over 100 events. Below is a small sample of events primarily sponsored by CCSRE and its Research Institute.

Three Perspectives on Race and Incarceration

February 4, 2010

The Race, Law & Inequality network, co-sponsored by the Stanford Law School and the Research Institute at CCSRE, organized this panel discussion which examined the causes and consequences of racial disparities in imprisonment from three vantage points. Steven Raphael, Professor of Public Policy at the University of California, Berkeley, discussed the relationship between criminal justice policies and racial disparities in imprisonment. Filmmaker Tamara Perkins discussed a new documentary she is developing which tells the stories of black men in San Quentin State Prison. Finally, Ronald Davis, chief of the East Palo Alto police force, discussed a re-entry program he has developed in collaboration with Free At Last in East Palo Alto.



The 25th Annual Ernesto Galarza Commemorative Lecture

May 14, 2010

Thomas Saenz, the President and General Counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), gave this year's Ernesto Galarza Commemorative Lecture. MALDEF is a national organization whose mission is to promote the civil rights of Latinos in the United States. Since 2005, Saenz has also been Counsel to the Mayor of the City of Los Angeles, serving on Mayor Antonio Villaraigosa's four-member Executive team and providing advice on legal and policy matters. *The event was co-sponsored by the Chicana/o Studies Program, the Center for Comparative Studies in Race and Ethnicity, El Centro Chicano and the Stanford Alumni Association.*



8 Conversations about Race

May 26, 2010

Professors Hazel Markus and Paula Moya presented their new co-edited book, *Doing Race*, with a discussion of eight common conversations that people in the United States have with one another about race and ethnicity. These conversations include, "We're beyond race," "That's just identity politics," and "Race is in our DNA." Professors Markus and Moya explained the flawed assumptions contained in these conversations. The lecture was followed by a reception and book-signing. A collection of essays by an interdisciplinary team of authors, *Doing Race* draws on the latest science and scholarship to emphasize that race and ethnicity are not things that people or groups have or are, but rather sets of actions that people do. *The event was co-sponsored by the American Studies Program, Program in African and African American Studies (AAAS), Department of Comparative Literature, Department of English, Department of History, Program in Modern Thought and Literature, Department of Sociology, Department of Psychology and Stanford Humanities Center.*



CCSRE in Print:

New books by CCSRE Directors, Chairs, and Faculty Affiliates

Following is a list of books published in 2009-10 by Directors, Chairs, and faculty affiliates of CCSRE.

H. SAMY ALIM *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language*. Routledge, 2009.

LINDA DARLING-HAMMOND *The Flat World and Education: How America's Commitment to Equity Will Determine Our Nation's Future*. Teachers College Press, 2010.

LINDA DARLING-HAMMOND, DEBRA MEYERSON, MICHELLE LAPOINTE and MARGARET ORR *Preparing Principals for a Changing World*. Jossey-Bass, 2009.

SHELLEY FISHER FISHKIN *Feminist Engagements: Forays into American Literature and Culture*. Palgrave Macmillan, 2009.

SHELLEY FISHER FISHKIN ed. *The Mark Twain Anthology: Great Writers on His Life and Works*. Library of America, 2010.

SHELLEY FISHER FISHKIN ed. *Mark Twain's Book of Animals*. University of California Press, 2009.

SHELLEY FISHER FISHKIN *The Oxford Mark Twain*. Oxford University Press, 2009.

CHARLOTTE FONROBERT and AMIR ENGEL eds. *From Cult to Culture: Fragments Toward a Critique of Historical Reason*. Stanford University Press, 2009.

TOMÁS R. JIMÉNEZ *Replenished Ethnicity: Mexican Americans, Immigration, and Identity*. University of California Press, 2010.

MARÍLIA LIBRANDI ROCHA *Maranhão-Manhattan: Ensaios de Literatura Brasileira*. Letras Editora, 2009.

IRA LIT *The Bus Kids: Children's Experiences with Voluntary Desegregation*. Yale University Press, 2009.

ANDREA A. LUNSFORD ed. *The Sage Handbook of Rhetorical Studies*. Sage, 2009.

DEBRA SATZ and ROB REICH eds. *Toward a Humanist Justice: The Political Philosophy of Susan Moller Okin*. Oxford University Press, 2009.

DEBRA SATZ *Why Some Things Should not be for Sale: The Moral Limits of Markets*. Oxford University Press, 2010.

STEVEN ZIPPERSTEIN *Rosenfeld's Lives: Fame, Oblivion and the Furies of Writing*. Yale University Press, 2009.

Featured Publication

HAZEL ROSE MARKUS and PAULA M. L. MOYA *Doing Race: 21 Essays for the 21st Century*. W.W. Norton, 2010.

A collection of new essays by interdisciplinary scholars and scientists, many of whom are Stanford University faculty, that gives a comprehensive introduction to race and ethnicity. *Doing Race* focuses on race and ethnicity in everyday life: what they are, how they work, and why they matter. Going to school and work, renting an apartment or buying a house, watching television, voting, listening to music, reading books and newspapers, attending religious services, and going to the doctor are all everyday activities that are influenced by assumptions about who counts, whom to trust, whom to care about, whom to include, and why. Race and ethnicity are powerful precisely because they organize modern society and play a large role in fueling violence around the globe.

STUDENT PROFILE: Henry Tsai

Most of us can recall a moment, whether an historical event or a personal turning point, that keeps recurring in our consciousness whenever we have to make decisions about what we want to accomplish with our lives. For Henry Tsai, a CSRE major who graduated with honors in June 2010, Hurricane Katrina was that seminal event. When the hurricane struck, Tsai was a senior in high school, and he credits Katrina and its aftermath for stimulating his interest in issues of race and inequality. Tsai's senior honors thesis explored the social and cultural impact of this cataclysmic event on one particular minority community.

During his first years at Stanford, Tsai took most of his courses in Economics, Management Science, and Engineering. Yet he also found himself drawn to classes on issues of race and ethnicity. He explains, "The things we were learning in those classes...just felt so much more relevant to what's happening in the world, what's happening in my life, what I see on the news...I did some of the hardest thinking that I [have] ever done in CSRE classes." Eventually Tsai decided to major in CSRE and to make Economics his minor, even as he also completed a co-terminal master's degree in Sociology.

The project that would become Tsai's CSRE honors thesis grew organically from his deep interest in the effects of Hurricane Katrina on the Vietnamese American community in New Orleans and the subsequent displacement of many members of that community. It took form during his years at Stanford and resulted in a creative melding of his diverse interests. In his sophomore year, when Tsai noticed that among the hundreds of articles about the disaster, only one mentioned Hurricane Katrina's effects on the Vietnamese American community, he sought and received a Chappell Lougee scholarship to conduct research to redress this lack of information. Tsai subsequently spent two summers interviewing members of the Vietnamese American community and organizing the data he collected. During this period a successful documentary, *A Village Called Versailles*, and several journal articles indicated a growing interest in the Katrina experiences of Vietnamese Americans.

In the meantime, Tsai's interests had narrowed to focus on Vietnamese American youth. Under the guidance of Professor Gordon Chang of History and Professor Andrea Lunsford of English, Tsai developed a multidisciplinary thesis that incorporates methodologies from history, sociology and literature as well as his CSRE training. In addition, his thesis includes original illustrations that showcase Tsai's work in the visual arts. Tsai's outstanding and original scholarship has been recognized with the Firestone Medal for Excellence in Undergraduate Research and the Stanford Asian American Undergraduate Research Award.

This fall, Tsai will join Bain & Company as an associate consultant, and he has already been accepted to Harvard Business School's MBA program, with enrollment deferred until 2012. Despite having these opportunities to look forward to, Tsai is also happy to keep his mind and options open. After all, he is someone who freely admits, "I allow a good deal of controlled chaos in my life." For now, Tsai is exploring the business world and the opportunities for social change, both local and global, that he can help to create and sustain using the skills he has acquired as a CSRE graduate. ❁

--Ju Yon Kim



"The things we were learning in those classes...just felt so much more relevant to what's happening in the world, what's happening in my life, what I see on the news...I did some of the hardest thinking that I [have] ever done in CSRE classes."

2010 Prizes and Awards

University Awards

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

Sherifa Omade Edoga Prize for Work
Involving Social Issues
CUAUHTÉMOC PERANDA

John W. Gardner Public Service
Fellowship
BETHANY WOOLMAN

The Stanford Public Interest
Network Fellowship
ARIA FLORANT

The Stanford Alumni Association
Award of Excellence
ARIA FLORANT

Walk the Talk Service Leadership
Award
JESSICA PEREZ

Phi Beta Kappa
HENRY TSAI

The Firestone Medal for Excellence
in Undergraduate Research
HENRY TSAI
LEON JACKSON NO'EAU
PERALTO

The President's Award for
Excellence through Diversity
CENTER FOR COMPARATIVE
STUDIES IN RACE AND
ETHNICITY

Stanford Asian American Awards

Undergraduate Student Community
Award
MICHAEL TO
C. LILIAN THAOXAOCHAY

Undergraduate Research Award
HENRY TSAI

Faculty Award
STEPHEN HONG SOHN
Assistant Professor of English

Black Community Services Center Award

Student Organization Leadership
Award
MICHAEL TUBBS '11

Black Arts Awards
A-LAN HOLT '11

Outstanding Senior Student of the Year
STEPHANIE EPPS

Faculty/Staff Mentor Award
TANIA D. MITCHELL, Associate
Director for Undergraduate Studies
and Director of Service Learning

St. Clair Drake Award for Teaching
ALLYSON HOBBS, Assistant
Professor of History

CSRE Prizes & Awards

Senior Paper Prize
MICHAEL TO

Award for Community Outreach
and Engagement
ARIA FLORANT
BETHANY WOOLMAN

George M. Frederickson Award for
Excellence in Honors Research
LUKE TAYLOR

George M. Frederickson Award
for Excellence in Honors Research
Honorable Mention
ERIKA CHASE

The Program in African and African American Studies

Academic Achievement & Service
Award
MATTHEW MILLER '12

James L. Gibbs Award for Superior
Academic Performance
JUSTIN REED

Kennell Jackson Research Award
KELSEY MOSS
JESSICA RÈ PHILLIPS
KAI LARSON

Shanta Annan Memorial Award
KIYAN WILLIAMS '13

Trustee Leadership Award
KAJA JOHNSON

Taube Center for Jewish Studies Awards

Dr. Bernard Kaufman
Undergraduate Research Award in
Jewish Studies
ISAAC L. BLEAMAN '12

Donald and Robin Kennedy Jewish
Studies Undergraduate Award
SARAH GOLABEK-GOLDMAN

Koret Award for Best Essay Written
in Hebrew
GEORGE E. STEVENS

2010 Commencement

GRADUATES

African and African American Studies

Bachelor of Arts

KELSEY MOSS

Honors Thesis: "Bridging Past and
Present: Black Theology and the
Contemporary Black Church"

Advisor: Dr. Allyson Hobbs, History

JESSICA RÈ PHILLIPS

Honors Thesis: "Dialectic of Theory
and Practice of Afro Asia"

Advisor: Dr. Thomas Mullaney,
History

JUSTIN REED

Honors Thesis: "Theological
Perspectives on Ethnic Assimilation:
The Exegetical Purpose of the
Samson Narrative as it Pertains to
Ethnicity"

Advisor: Dr. Steven P. Weitzman,
Religious Studies

MAHLET SEYOUM

Honors Thesis: "W.E.B. DuBois,
George Padmore, and the Fifth Pan-
African Congress: An Analysis"

Advisor: Dr. James T. Campbell,
History

OLAREMI SOBOMEHIN

Senior Paper: "Destroying the Black
Father: Analyzing the Influence of
the Reagan Administration on Black
Fathers"

Minor

ARIA FLORANT, B.A. Comparative
Studies of Race and Ethnicity

THAÏS HERNANDEZ, B.A.
International Relations

JAY-MARIE HILL, B.A. Drama

KYONNE ISAAC, B.A.H.
Psychology

JHANVI SHRIRAM, B.A. Political
Science

JESSICA WATKINS, B.S.
Geological and Environmental
Sciences

Asian American Studies

Bachelor of Arts

SUSAN LANA CHEN

Senior Paper: "Chinese Family
Associations: A Window into
Chinese American History"

MICHAEL PHUC TO

Senior Paper: "Examination of
Factors for Culturally-Appropriate
Treatment for Asian Americans:
Case Study of Cultural Competence
Course"

JILL YOSHIKO YUZURIHA

Senior Paper: "War Hysteria and
Stigmatization: Public Perceptions
and the World War II Treatment
of German, Italian, and Japanese
Enemy Aliens"

Minor

C. LILIAN THAOXAOCHAY, B.A.
Anthropology

Chicana/o Studies

Minor

ISAURA GUERRERO, B.A.
American Studies

Comparative Studies in Race and Ethnicity

Bachelor of Arts

ERIKA EVA CHASE

Honors Thesis: "Beyond Blood
Quantum: Exploring the Origins and
Implications of Imposed Indigenous
Identification Policies to Reclaim
Tribal Citizenship and Rebuild
Native Nationhood"

Advisors: Dr. C. Matthew Snipp,
Sociology and Dr. Rob Reich,
Political Science

ARIA THERESE FLORANT
Honors Thesis: "Inextricably
Linked: Cultural Representation
and Transformation in the 2008
Democratic National Convention"

Advisors: Dr. Michele Elam, English,
and Dr. Gary Segura, Political
Science

CUAUHTÉMOC PERANDA

Honors Thesis: "The Doing of
Vogue: LGBTQ Black and Latino
Ballroom Subculture, Voguing's

Embodied Fierceness, and the
Making of a Square World"

Advisors: Dr. Harry Elam, Drama,
and Dr. Janice Ross, Dance

JESSICA DIANE PEREZ

Honors Thesis: "Beyond Admissions:
Latino College Choice"

Advisors: Dr. Anthony Antonio and
Dr. Guadalupe Valdés, Education

MICHAELA PATRICIA RAIKES
Senior Paper: "Facing History and
Ourselves: An Examination of
Goals and the Utility of History
Curriculum"

LUKE ALEXANDER SPARK
TAYLOR

Senior Thesis: "Whiteness: The Body
and Pathology of American Loss"

Advisors: Cherrie Moraga and Dr.
Harry Elam, Drama

HENRY TZUNG-HAN TSAI
with University Distinction
Honors Thesis: "In(di)visible: New
Orleans Vietnamese American
Youth: Responses to Hurricane
Katrina"

Advisors: Dr. Gordon Chang,
History, and Dr. Andrea Lunsford,
English

BETHANY LYNN WOOLMAN

Honors Thesis: "Coalition Building
or Cultural Appropriation? African-
American Civil Rights Rhetoric in
LGBT Politics"

Advisors: Dr. Michele Elam, English,
and Dr. Gary Segura, Political Science

Minor

JULIAN FREDERICK KELLY, B.A.
Political Science

NATALIA DOMINI RICOTTA,
B.A. Art Practice

KRISTA KATHRYN SCHNELL,
B.S. Mechanical Engineering

Native American Studies

Minor

YVE BARTHELEMY CHAVEZ,
B.A. Art History

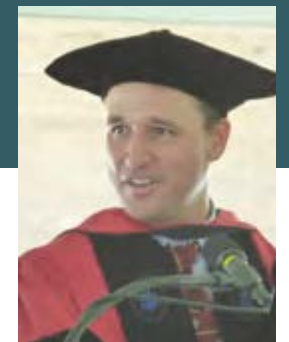
JENNA ANNE HAILEY, B.A.
Feminist Studies with Honors

LEON JACKSON NO'EAU
PERALTO, B.A. Anthropology with
Honors



2010 Faculty Recognition Award

Professor MICHAEL
WILCOX is the recipient
of the 2010 CCSRE
Faculty Recognition
Award. This award
recognizes outstanding
contributions to
the undergraduate
program as a teacher,
mentor and advisor to
majors. Dr. Wilcox is
an assistant professor
in the Department
of Anthropology and
Resident Fellow in Murray
House, which has an
academic focus in CSRE.



CSRE Graduating Class of 2010



Program in African & African American Studies
Graduating Class of 2010

2009 Commencement

GRADUATES

African and African American Studies

Bachelor of Arts

KYRAH MALIKA DANIELS

Honors Thesis: "Healing Rites of Haiti and Home: (Meta)Physicalities in Pakèt Kongo"

Advisors: Dr. Bárbaro Martínez-Ruiz, Art and Art History, and Dr. David Carrasco, Religious Studies

Minor

VALERIE BELLANDE, B.A.
American Studies

MONDAIRE JONES, B.A.
Economics

RANCE GRAHAM-BAILEY, B.A.
Political Science

LEAH MACHEN, B.A. Human Biology

Asian American Studies

Bachelor of Arts

CYNTHIA FONG LIAO, with University Distinction
Honors Thesis: "Rhetoric of Race and Rights in Chinese Parents' Anti-Busing Campaign in San Francisco, 1971-1972"

Advisors: Dr. Gordon Chang, History, and Dr. Michael Kahan, Urban Studies

CHRISTIAN NGO
Senior Paper: "Critically Evaluating Asian American Cancer Screening Initiatives: Establishing Best Practices for Cervical, Breast, and Colorectal Cancer Screening Programs"

Minor

KATHRYN MARIE FRANK, B.A.
Chicana/o Studies

Chicana/o Studies

Bachelor of Arts

KATHRYN MARIE FRANK, with University Distinction

Honors Thesis: "Drawn in, Drawn Out: Graphic Novels as a Site for

Alternative Representation"

Advisors: Dr. Stephen Hong Sohn and Dr. Andrea Lunsford, English

Comparative Studies in Race and Ethnicity

Bachelor of Arts

SAMIA ABOU-SAMRA

Senior Paper: "Grounded Nomadism: How to Make Home in Movement"

VICTORIA ANNE BENSON

Honors Thesis: "Giving Voice to the 'Silent Epidemic': Examining Existing Barriers and Oral Health Outreach for Low Income Mexican American Children"

Advisors: Dr. Eunice Rodriguez, Pediatrics, and Dr. Tania D. Mitchell, CSRE

RYANN NICOLE BLACKSHERE

Senior Paper: "The Black Family on the Corner named the Huxtables: Transmission and Authenticity of Racial Identity in Television"

EDGAR I. CHÁVEZ

Honors Thesis: "Closed Doors, Open Windows: Legal Status in the Lives of Undocumented Youth"

Advisors: Dr. Amado Padilla, Education, and Dr. Tomás Jimenez, Sociology

MARGARET SHER-PING CHEN
Honors Thesis: "Does Attitude Matter? Explaining Racial Disparities in Teen Pregnancy"

Advisors: Dr. Paula Wise, Pediatrics, Dr. Tina Raine-Bennette (UCSF), Dr. Corinne Rocca (UC Berkeley), and Dr. Nancy Brown (PAMF)

JESSICA COVARRUBIAS
Senior Paper: "Deconstructing Nike's Racial And Ethnic Advertising Messages: An Analysis Of The 2008 Nike Leave Nothing Football Campaign"

ESTHER VICTORIA GRAY
Senior Paper: "Learning 'Heart-to-Heart Resuscitation' from Three Community Organization Leaders in East Palo Alto"

GINILLE JASMIN LAZARO
Senior Paper: "The Organizational Culture of Ravenswood Family Health Center: Impacts on Patient, Provider, and Community"

SERGIO IVAN ROSAS

Honors Thesis: "La Familia en Casa-The Participation of Low-Income and Immigrant Mexican Parents in the Lives of High School Children"

Advisors: Dr. Guadalupe Valdés, Education, and Dr. Doug McAdam, Sociology

KAORI TSUKUDA

Honors Thesis: "Two Housing Campaigns by the Chinese Progressive Association: The Interaction Between Organizational Structure, Organizing, and Service"

Advisors: Dr. Michael Rosenfeld, Sociology, and Dr. Rebecca Sandefur, Sociology

Minor

KATHLEEN KIM RYOU, B.A.
International Relations

Native American Studies

Bachelor of Arts

SAMANTHA JO AZURE

Senior Paper: "Making Federal American Indian Policy American"

HOLLY MIOWAK STEBING
Honors Thesis: "Rewriting the History of Racial Segregation in Alaska"

Advisors: Dr. C. Matthew Snipp, Sociology, and Dr. Michele Elam, English

WAYVA LORRAINE WATERMAN

Honors Thesis: "The Great Tree of Healthy Eating and Seasons Haudenosaunee Food Model: Culturally Specific Approaches to Encouraging Healthy Eating Habits"

Advisors: Dr. Chris Gardner, Medicine, and Dr. C. Matthew Snipp, Sociology

Minor

STEFANIE KATHLEEN TSOSIE, B.A. Sociology

2009 Faculty Recognition Award

Professor C. MATTHEW SNIPP is the recipient of the 2009 CCSRE Faculty Recognition Award.

This award recognizes outstanding contributions to the undergraduate program as a teacher, mentor and advisor to majors. Professor Snipp is the Director of CCSRE as well as the Burnet C. and Mildred Finley Wohlford Professor in the School of Humanities and Sciences. He teaches in the Department of Sociology.



2009 Prizes and Awards

University Awards

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

EDGAR I. CHÁVEZ
MARGARET SHER-PING CHEN

John W. Gardner Public Service Fellowship Program
MARGARET SHER-PING CHEN

Phi Beta Kappa
KATHRYN MARIE FRANK

Robert M. Golden Medal for Excellence in the Humanities and Creative Arts
KATHRYN MARIE FRANK

Stanford Asian American Awards

Undergraduate Student Community Award
CHRISTIAN NGO

Undergraduate Student Special Achievement Award
CYNTHIA LIAO

Faculty Award
JEANNE L. TSAI, Associate Professor of Psychology

Black Community Services Center Awards

Dean's Award for Academic Excellence
RYAN NICOLE BLACKSHERE

Stanford Chicano and Latino Community Awards

Ernesto Galarza Award for Undergraduate Research
KATHRYN MARIE FRANK

Arturo Islas, Jr. Award
SERGIO IVAN ROSAS

Jerry I. Porras Award for Visionary Leadership
SERGIO IVAN ROSAS

Renato I. Rosaldo, Jr. Community Award
EDGAR I. CHÁVEZ

CSRE Prizes & Awards

Senior Paper Prize
STEFANIE KATHLEEN TSOSIE

Award for Community Outreach and Engagement
MARGARET SHER-PING CHEN

George M. Frederickson Award for Excellence in Honors Research
CYNTHIA LIAO

George M. Frederickson Award for Excellence in Honors Research Honorable Mention
HOLLY MIOWAK STEBING

Taube Center for Jewish Studies Awards

Dr. Bernard Kaufman Undergraduate Research Award in Jewish Studies
AMY GINETTE KURZWEIL

Donald and Robin Kennedy Jewish Studies Undergraduate Award
JON HAL CANEL '10
NATHAN HAYFLICK '10

Koret Award for Best Essay Written in Hebrew
SARAH ROSE RUBEN

The Program in African & African American Studies Awards

Academic Achievement & Service Award
KYRAH DANIELS

James L. Gibbs Award for Superior Academic Performance
KYRAH DANIELS

Kennell Jackson Research Award
LEAH MACHEN
KIMBERLEY MCKINSON '10

Shanta Annan Memorial Award
ALEXANDRA HUNTER '12

Trustee Leadership Award
MONDAIRE JONES

Trustee Leadership Award Honorable Mention
RANCE GRAHAM-BAILEY '10



Program in African & African American Studies Graduating Class of 2009



CSRE Graduating Class of 2009

EXTERNAL FACULTY FELLOWS

LUKE CHARLES HARRIS is Associate Professor of American Politics and Constitutional Law at Vassar College. An expert in the field of Critical Race Theory, he has authored a series of important essays on questions of racial and gender equality in contemporary America. He is completing a book entitled *The Meaning of Equality in Post-apartheid America*.

GAYE THERESA JOHNSON is Assistant Professor of Black Studies at the University of California, Santa Barbara. Her areas of expertise are twentieth-century U.S. history; race and racism; social movements; and cultural history with an emphasis on music. She is completing a manuscript entitled *The Future Has a Past: Politics, Music and Memory in Afro-Chicano Los Angeles*.

JEAN J. KIM is Assistant Professor of History at Dartmouth College. Her research interests are in medicine, race, migration and Asian American studies. Her current book project, *Empire at the Crossroads of Modernity*, analyzes the expansion of health care institutions on Hawaii's sugar plantations, the transnational circulation of medical thinking that influenced it, and the practical and ideological consequences of new therapeutic interventions in the establishment of social and racial hierarchies.

GEORGE LIPSITZ is Professor of Black Studies and Sociology at the University of California, Santa Barbara. He studies social movements, urban culture and inequality. His books include *Midnight at the Barrelhouse*, *Footsteps in the Dark*, *The Possessive Investment in Whiteness*, and *Listen to the Lambs*, among others.

HOWARD WINANT is Professor of Sociology at the University of California, Santa Barbara, where he is also affiliated with the Black Studies and Chicano/a Studies Departments. He founded and directs the Center for New Racial Studies. His work focuses on the historical and contemporary importance of race in shaping economic, political and cultural life, both in the U.S. and globally. He is the author of *The New Politics of Race: Globalism, Difference, Justice and Racial Conditions: Politics, Theory, Comparisons*, among other books.

GRADUATE DISSERTATION FELLOWS

JOCELYN CHUA Anthropology Department, *The Politics of Death: Suicide at the Margins of Sovereignty in Kerala, South India*

JOLENE HUBBS English Department, *Revoluting Whiteness: Race, Class, and the American Grotesque*

VALERIE JONES Psychology Department, *The Pressure to Work Harder: The Effects of Numeric Underrepresentation on Academic Motivation*

CSRE TEACHING FELLOWS

MATTHEW DAUBE Drama Department and Program in Humanities, *Lenny Bruce and Richard Pryor: Race and Ethnicity in the Emergence of Stand-up Comedy*

DORIS MADRIGAL Spanish and Portuguese Department, *Beyond 'Spanglish': Ideologies of Language and Identity in Bilingual Chicana/o Cultural Production*

RAND QUINN School of Education, *Political Contention over Institutional Arrangements in Education*

2008-2011 CCSRE GRADUATE FELLOWS

ELLEN TANI Art and Art History Department

TRISTAN IVORY Sociology Department

KATHERINE RODELA Anthropology Department and School of Education

EXTERNAL FACULTY FELLOWS

MIROSLAVA CHÁVEZ-GARCÍA is Associate Professor in the Chicana/o Studies Program at the University of California, Davis. She received her doctorate in History from the University of California, Los Angeles, in 1998 and is the author of *Negotiating Conquest: Gender and Power in California, 1770s to 1880s* as well as articles on gender, patriarchy and the law in nineteenth-century California and on contemporary relations between Chicana Studies and Women's Studies. During her fellowship year, she completed a draft of a manuscript currently titled, *States of Delinquency: Youth, Race, and Science in California's Early Juvenile Justice System, 1850s to 1940s*.

MELISSA R. MICHELSON is Professor of Political Science at Menlo College. From 2006–09, she was principal investigator for the evaluation of the James Irvine Foundation's California Votes Initiative (CVI), a multi-year effort to increase voting rates among infrequent voters in San Joaquin Valley and targeted areas in Southern California. Her current book project, *Mobilizing Inclusion: Getting Out the Vote among Low-Propensity Voters*, uses CVI data to investigate why personal get-out-the-vote mobilization efforts successfully motivate low-income voters from communities of color to go to the polls and is under contract with Yale University Press.

CELINE PARREÑAS SHIMIZU is Associate Professor of Asian American Studies and Affiliate Faculty in Feminist and Film and Media Studies at the University of California, Santa Barbara. Her first book, *The Hypersexuality of Race: Performing Asian/American Women on Screen and Scene*, won the Cultural Studies Book Award from the Association for Asian American Studies. An internationally screened experimental and ethnographic filmmaker, she recently completed *Birthright: Mothering Across Difference*, which won Best Feature Documentary at the Big Mini DV Festival. During her fellowship year, she completed a draft of her new book, which is titled *Straitjacket Sex Scenes: Mapping Asian American Men in the Movies* and is forthcoming from Stanford University Press.

GARCIA TENDAYI VIKI is Senior Lecturer in the Department of Psychology at the University of Kent in the United Kingdom. He is also the Chair of the Research Ethics Committee in the Psychology Department. He has published in various journals including the *Journal of Personality and Social Psychology*, *Journal of Experimental Social Psychology*, and *Personality and Social Psychology Bulletin*. His research interests are in the social psychology of intergroup behavior. By the end of his fellowship year, he had written and submitted five papers, two of which are already slated for publication.

GRADUATE DISSERTATION FELLOWS

LORI FLORES History Department, *Other Californias: Tracing Mexican American Lives, Civil Rights Activism, and the Coming of the Chicano Movement to the Salinas Valley, 1945–1970*

RAMAH MCKAY Anthropology Department, *Affective Interventions: Making Medical Welfare in Mozambique*

EMILY RYO Sociology Department, *Becoming Illegal*

CSRE TEACHING FELLOWS

BRENDA FRINK History Department, *Pioneers and Patriots: Race, Gender, and the Construction of Citizenship in California, 1875–1915*

JU YON KIM Program in Modern Thought and Literature, *Disappearing Acts and Uncanny Materializations: Performances of the Racial Mundane*

RAND QUINN School of Education, *Class Action: Integrating San Francisco Schools, 1978–2005*

2009-2012 CCSRE GRADUATE FELLOWS

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2008-2009 FELLOWS

back row: Tristan Ivory, Luke Harris, Jolene Hubbs, Rand Quinn, George Lipsitz

front row: Gaye Theresa Johnson, Jean Kim, Katherine Rodela, Ellen Tani, Matthew Daube, Jocelyn Chua (Not pictured: Howard Winant, Valerie Jones, Doris Madrigal)



2009-2010 FELLOWS

back row: Garcia Tendayi Viki, Ramah McKay, Tristan Ivory, Alyssa Fu, Luis Poza

front row: Maribel Santiago, Ellen Tani, Katherine Rodela, Celine Parreñas Shimizu, Ju Yon Kim, Brenda Frink, Melissa Michelson (Not pictured: Miroslava Chavez-Garcia, Lori Flores, Rand Quinn and Emily Ryo)

EXTERNAL FACULTY FELLOWS

DOLORES INÉS CASILLAS Assistant Professor of Chicana and Chicano Studies, University of California, Santa Barbara, *Sounds of Belonging: A Cultural History of U.S. Spanish-language Radio*

SIN YI CHEUNG Associate Professor of Sociology, University of Birmingham, United Kingdom, *Immigrant Adaptation in Post-Industrialized Economies: A Comparative Study of Overseas Chinese*

SERGIO E. DE LA MORA Associate Professor of Chicana and Chicano Studies, University of California, Davis, *Lucha Reyes: Queen of Mariachi, Queer Icon*

ANA E. PUGA Assistant Professor of Theatre and Spanish, Ohio State University, *Desperate Acts: Melodrama and Spectacles of Suffering in the Performance of Migration*

GRADUATE DISSERTATION FELLOWS

RANIA KASSAB SWEIS Anthropology Department, Stanford University, *Coming of Age in a Global Egypt: The Cultural Politics of Transnational Humanitarianism, Childhood and Youth*

JENNIFER HARFORD VARGAS English Department, Stanford University, *The TransAmerican Power of Form: Latina/o American Dictator Novels*

LAURA LÓPEZ-SANDERS Sociology Department, Stanford University, *Is Brown the New Black?: Latino Immigrant Incorporation in the Contemporary South*

CSRE TEACHING FELLOWS

REGINA A. ARNOLD Program in Modern Thought and Literature, Stanford University, *Rock Crowds and Power: Race, Space, and Representation*

MANWAI CANDY KU Sociology Department, Stanford University, *Gender Segregation and Integration in Select Professions*

SHANTAL R. MARSHALL Psychology Department, Stanford University, *The Psychology of an Unbounded Identity: Whites as the Objective Norm*

2010–2013

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The Undergraduate Program in Comparative Studies in Race and Ethnicity / CSRE ALUMNI UPDATES

CLASS OF 1999

GLORIA LEE (B.A. Asian American Studies) is a sixth-year transactional real estate associate at the Orange County office of the law firm of Cox, Castle & Nicholson where she serves on three firm committees, including the Recruiting, Skills Development and Diversity Committees. In May 2010, she was installed as one of the youngest President-Elects of the Orange County Asian American Bar Association and was named by *OC Metro Magazine* as one of the *Top 40 Under 40* business professionals in the county. Gloria is also the proud mother of two young sons.

CLASS OF 2000

YOLANDA ANYON (B.A. CSRE) is entering her third year as a doctoral student at UC-Berkeley's School of Social Welfare, where she received her MSW in 2008. She presently serves as a Youth Violence Prevention Fellow at the school's Institute for the Study of Social Change. Her dissertation focuses on the provision of health and psychosocial services in San Francisco high schools and their role in reducing or reproducing racial and ethnic disparities.

WILLOW LUNG AMAM (B.A. CSRE) is a Ph.D. Candidate in Landscape Architecture and Environmental Planning at UC-Berkeley. Her dissertation examines changes in the cultural landscape and public life of Fremont over the last four decades. Before enrolling in Berkeley, Willow completed a Master of City Planning in Community Planning from the University of Maryland, College Park.

CLASS OF 2001

MARIA CAMACHO (B.A. CSRE) is a Senior Account Manager at Consensus, Inc., a strategic communications firm in Los Angeles. She handles strategic communications and public affairs throughout the private real estate entitlement process.

CLASS OF 2002

RODOLFO ESTRADA (B.A. CSRE) received a J.D. from the UC Hastings College of the Law as well as a master's degree in Bilingual/Bicultural Studies from Columbia University's Teachers College. He is now a Senior Associate with the Vera Institute of Justice. He works on several criminal justice-related projects,

including a national project that trains law enforcement on the use of the U-visa, which provides immigrant victims of crime legal status if they cooperate with law enforcement.

RITA RICO (B.A. CSRE) is a foreign service officer with the State Department and is headed to the embassy in Santiago, Chile, for her most recent assignment. She will be accompanied by her husband and her daughter Lucia. Previously, she worked for Senate Majority Leader Harry Reid through the Congressional Hispanic Caucus Institute. In addition, she received her Ph.D. in Political Science from UCLA in 2009 and is working on turning her dissertation into a book manuscript.

CLASS OF 2003

RICHARD KIM (B.A. Asian American Studies) worked on staff at Teach For America in New York and San Francisco after graduating from Stanford. Last year, he completed a Master of Public Policy degree at UC-Berkeley. He is currently working as a Presidential Management Fellow/Program Analyst at the U.S. Dept of Housing and Urban Development.

DEBORAH SCHLOSBERG SPLANSKY (B.A. CSRE) received her J.D. from the UCLA School of Law in 2007 and subsequently completed a two-year fellowship at the Education Law Center in Newark, NJ. During the fellowship, she represented individual parents and students and worked on a team of lawyers to access equitable and adequate public education for at-risk children living in the poorest urban school districts in New Jersey. She is currently finishing a one-year judicial clerkship with federal district court judge Jeremy Fogel in the Northern District of California.

CLASS OF 2004

ADRIANE GAMBLE (B.A. CSRE) worked for several years after graduation at the California Wellness Foundation, evaluating grants that improve the health of Californians with an emphasis on underserved communities. In spring 2007, she traveled to and volunteered in Southeast Asia. She received her MBA in 2009 from the Graduate School of Business after focusing on nonprofit management. She is currently working at Local Initiatives Support Corporation (LISC), an organization dedicated to helping community residents transform distressed neighborhoods into healthy and sustainable communities of choice and opportunity.

SARAH CHILIM IHN (B.A. CSRE) graduated from the UC-Berkeley School of Law in May 2010. While at Berkeley, she served as the Managing Editor of the California Law Review, was involved with the Asian American Law Journal and the East Bay Community Law Center, and was recognized with the Robert M. Takasugi Public Interest Fellowship and the Dale Minami Public Interest Fellowship. Sarah recently published a piece about the East Los Angeles cityhood movement with the *Harvard Latino Law Review* and will join the Alameda County Public Defender's office this fall.

PRISILLA LERZA (B.A. CSRE) began a five-year campus-based Christian ministry after

graduation, during which she was able to focus on student leadership development and further explore the topics of race, class, justice and faith. She also had the opportunity to serve on local and national conference-planning committees including speaking engagements on college campuses across the Bay Area. Presently, she is working as a college financial aid counselor at Downtown College Prep, Santa Clara County's first charter high school, which is focused on college attainment for low-income, first-generation college students.

LAURA LYNN RICE (B.A. Native American Studies) is completing her Master of Social Work degree, with a concentration on Children, Youth, and Families, as a Buder Scholar at the George Warren Brown School of Social Work at Washington University in St. Louis. She will officially graduate from the program following completion of her practicum at Prairie Band Potawatomi Nation Social Services in Mayetta, Kansas, this August. She plans to serve American Indian children and families as a social worker.

CLASS OF 2005

ASHLEIGH COLLINS (B.A. CSRE) just finished her first year in a Ph.D. program in Early Childhood Education at New York University. Previously, she served as a Research Analyst at Child Trends, a child- and family-focused research organization in Washington D.C., and as a first-grade teacher for Teach for America. This summer, she is training new pre-kindergarten teachers at Teach for America's Los Angeles Institute.

CLASS OF 2006

KIYOMI BURCHILL (B.A. CSRE) recently finished her first year of graduate school at USC's School of Policy, Planning, and Development, where she is pursuing a Master of Public Administration. She continues to live in Sacramento, where she moved after

graduation to work in the State Legislature, and takes classes in Los Angeles and Sacramento on weekends while working full-time as a policy consultant to Senate President Pro Tempore Darrell Steinberg, the leader of the California State Senate.

HELEN KIM (B.A. CSRE) is currently a graduate student at the Harvard Divinity School (2012) where she is integrating her CSRE studies with her interest in religion in both academic and community settings. She was recently the recipient of the Fund for Theological Education's Ministry Fellowship, which rewards 20 students nationally with a \$10,000 grant for excellent potential in theological studies and ministry. She is working this summer for Stanford Hospital's Spiritual Care Services as a chaplain and continues to pursue her academic interests in race, ethnicity and religion with the Asian Pacific American Religion and Research Initiative.

CLASS OF 2007

NICHOLAS CHENG (B.A. CSRE) is currently in China working on migrant issues. He is a Computer Assisted Learning Project Co-Manager with Professor Scott Rozelle through the Rural Education Action Project (REAP). In addition, he is a long-term volunteer running a summer program at the Dandelion School for Migrant Youth. Cheng plans to apply to MPA/MPP programs in the fall and then work on implementing the REAP CAL project in rural Shaanxi and Qinghai provinces.

FRANKIE PRECIADO (B.A. Chicana/o Studies) is currently working as a Senior Field Representative for Assemblymember Alberto Torrico. He recently received his master's degree in Mexican American Studies from San Jose State University. This August, he will begin graduate studies at the UC-Berkeley School of Law.

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The Research Institute at CCSRE / FELLOW ALUMNI UPDATES

EXTERNAL FACULTY FELLOWS

RICK BALDOZ (2005-06) is Assistant Professor of Sociology at Oberlin College. He is happy to announce his marriage to former Graduate Dissertation Fellow, Shelley Lee (2004-05). His forthcoming book, *The Third Asiatic Invasion: Empire and Migration in Filipino America 1898-1946* will be published by NYU Press in December 2010.

NED BLACKHAWK (2004-05) just completed his first year of teaching at Yale University where he is Professor of History and American Studies. In 2010 he published an article comparing Marcus Rediker's *A Slave Ship* with the Booker Prize-winning novel, *Sacred Hunger*, that appeared in *Atlantic Studies* and completed a chapter for the forthcoming anthology, *The New American History*, co-edited by Eric Foner and Lisa McGirr for the American Historical

Association. He is also consulting on the construction of the new Utah Natural History Museum and just finished a Modern Scholar audio DVD course on American Indian history.

EDUARDO BONILLA-SILVA (2002-03) is Professor of Sociology at Duke University. He celebrated the publication of the third edition of his book, *Racism without Racists*, which includes a chapter analyzing the Obama

phenomenon, "Will Racism Disappear in Obamerica? The Sweet (but Deadly) Enchantment of Color Blindness in Black Face." A debate with Christina A. Sue on his work on the Latin Americanization of racial stratification appeared in the July issue of the journal *Ethnic and Racial Studies*.

THOMAS GUGLIELMO (2005-06) is Associate Professor of American Studies at George Washington University. He is pleased to announce his marriage to Nikki Kadomiya, an attorney from Boston. He also recently published an article in the *Journal of American History* based in part on research he conducted during his RICSRE fellowship. The article, "'Red Cross, Double Cross': Race and America's World War II-Era Blood Donor Service," is part of his larger, ongoing book project on race and WWII.

MICHAEL HAMES-GARCÍA (2002-03) was promoted to full Professor of Ethnic Studies at the University of Oregon this year and is still serving as Department Head for Ethnic Studies. He has two books in press: *Gay Latino Studies: A Critical Reader* (co-edited with Ernesto Martinez), which will be published by Duke University Press in spring 2011, and *Identity Complex: Making the Case for Multiplicity*, which will be published by University of Minnesota Press in fall 2011.

NANCY MARIE MITHLO (2004-05) is Assistant Professor of Art History and American Indian Studies at the University of Wisconsin, Madison. In 2010 she published *Our Indian Princess: Subverting The Stereotype* (Global Indigenous Politics Series), a work that examines the power of stereotypes, the utility of pan-Indianism, the significance of realist ideologies and the employment of alterity in Native American arts.

HOWARD WINANT (2008-09) is Professor of Sociology at the University of California, Santa Barbara, and Director of the Center for New Racial Studies (UCCNRS). Launched on July 1, 2010, UCCNRS is a MultiCampus Research Program currently funded for the next five years (through June 2015). It is an ambitious effort to network and support the work of the many hundreds of race/racism-oriented faculty throughout the UC system, as well as the thousands of graduate students engaged in work in these broad areas.

HARVEY YOUNG (2007-08) was awarded tenure and is Associate Professor of Theatre at Northwestern University, where he also holds appointments in African American Studies, Performance Studies, Radio/Television/Film, and Director of the Interdisciplinary PhD in Theatre & Drama. His first book, *Embodying Black Experience* was published by the University of Michigan Press in July 2010. In 2011, Palgrave Macmillan will publish his edited

collection *Performance in the Borderlands*.

GRADUATE DISSERTATION FELLOWS

MAGDALENA L. BARRERA (2004-05) will begin her third year as Assistant Professor in the Department of Mexican American Studies (MAS) at San Jose State University. She is also the first-appointed Coordinator of SJSU's brand new Division of Interdisciplinary Race and Gender Studies (DIRGS), a group of faculty from MAS, African American Studies, and Interdisciplinary Social Science (including the programs in Asian American Studies and Women's Studies) who are committed to collaborative research and supporting first-generation college students and students of color on campus. Magdalena's latest publication is "Of *Chicharrones* and Clam Chowder: Gender and Consumption in Jorge Ulica's *Cronicas diabolicas*" in *Bilingual Review*.

RAUL CORONADO (2002-03) is Assistant Professor of English at the University of Chicago. In 2010 he received a Ford Foundation Diversity Post-Doctoral Fellowship and the Clements Fellowship for the Study of Southwestern America (SMU), which allowed him to complete his book manuscript, *A World Not to Come: Failed Modernities and 19th-Century Latino Literary and Intellectual History*. He also shared his research with the Transnational American Studies workshop at the Stanford Humanities Center this past May.

MISHUANA GOEMAN (2001-02) was recently appointed Assistant Professor of Women's Studies and Associate Director of the American Indian Studies Research Center at the University of California, Los Angeles. Her most recent publications include "Notes Towards a Native Feminism's Spatial Practice," published in *Wicazo Sa*, and "Nation-building Territories and Back Again: Centering Storied Land in the Discussion of Indigenous Nation-building," published in the *International Journal of Critical Indigenous Studies*.

JONG-EUN ROSELYN LEE (2007-08) is Assistant Professor of Communication at Hope College, MI. One of her key areas of research concerns mediated communication, social identity, and diversity. A portion of her dissertation work on racial representations of avatars was published in the 2009 issue of *International Journal of Internet Science*. One of her recent works will be presented in the Top Papers Session of the Human Communication Technology Division of the National Communication Association in November 2010.

SHELLEY LEE (2004-05) is Assistant Professor of History and Comparative

American Studies at Oberlin College. She announces the publication of her first book, *Claiming the Oriental Gateway*, forthcoming this December from Temple University Press. The book is based on research she did for her dissertation as a graduate fellow. She is also on sabbatical this year while she finishes a new textbook in Asian American history and begins a research project about Korean Americans in Los Angeles, post-1965. She also writes that she is happily married to former faculty fellow Rick Baldoz (2005-06).

CSRE TEACHING FELLOWS

SHANA BERNSTEIN (2001-02) was granted tenure at Southwestern University and is now Associate Professor of History. Her book *Bridges of Reform: Interracial Civil Rights Activism in Twentieth-Century Los Angeles* will be published by Oxford University Press in November 2010.

MARK BRILLIANT (2001-02) is Assistant Professor of History at the University of California, Berkeley. He reports that the book he began as a Stanford history dissertation with support from CCSRE will be published by Oxford University Press in September 2010. The book is titled *The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978*, and it explores the challenge that California's racial diversity posed for building a multiracial civil rights movement, focusing on litigation and legislation initiatives advanced by civil rights reformers (lawyers, legislators, and advocacy organizations) on behalf of the state's different racial groups.

STEPHANIE FRYBERG (1999-2000) was granted tenure at University of Arizona and is now Associate Professor of Psychology as well as Affiliated Faculty in American Indian Studies.

MARISOL NEGRÓN (2002-03) accepted a two-year postdoctoral fellowship in Latino Studies at Brandeis University after she completed her PhD in 2006. In 2008 Marisol was appointed as Assistant Professor at UMass Boston in the Department of American Studies and the Latino Studies Program.

LISA THOMPSON (1998-99) Associate Professor of English, University of Albany (SUNY) is spending her sabbatical during the 2010-2011 academic year as a Sheila Biddle Ford Foundation Fellow at Harvard University's W.E.B. DuBois Institute for African and African American Research.

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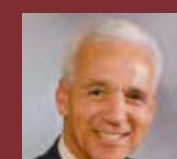
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Prisilla Lerza (B.A. CSRE '04), Margarita Ibarra (Student and Academic Services Coordinator, Retired) and Tristan Ivory (CCSRE Graduate Fellow)

Featured Cover Artwork

Basket Dance at San Ildefonso Pueblo
c 1940
By Pablita Velarde
Basket dancers in front of a kiva [a subterranean ceremonial chamber found in Southwestern pueblos]. This work was commissioned by Bandelier National Monument under the Works Progress Administration [WPA] program.
Casein paint, masonite.
Bandelier National Monument, BAND 627.

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