



CCSRE

Center for Comparative Studies
in Race and Ethnicity

stanford university fall 2011



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Parliament Funkadelic:
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African American History and
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to the CCSRE Community:

is my last "Director's Letter," as I will be leaving this office in a few weeks. At the end of my three-year term, and I am happy to say that Professor Ramón Jivar will be writing to you from this office next year. I could not have been more pleased when I learned that Ramón had agreed to serve a term as the new director. In addition to being a highly distinguished literature scholar, he has been for many years, a faculty leader at Stanford as the first vice-provost of undergraduate education, and the Chair of the English Department. I can think of no one better qualified to serve as the next director of the Center.

Looking back on the past three years, I am a bit dismayed at how quickly time goes, but as the well-worn proverb reminds, "Time flies when you're having fun." And I have to confess that the past three years have been fun. Most of the time. There also were challenges. We weathered a university-wide financial crisis of historic proportions, but thanks to the ingenuity of our staff, we really found ways to do more with less. Chris Queen deserves special recognition as our Center's Manager. As my Mom would say, Chris knows how to "pinch a penny until it squeals, and then some more until it begs for mercy."

Over the past three years also brought some unexpected staff changes. Dorothy Cole, our long-time Executive Director, had to leave us when her husband Steve became the Provost of Columbia University.¹ Besides Dorothy, our Student Service Coordinator, Margarita Ibarra decided to retire. Margarita accepted the position of Student Services Coordinator from the very first day the program opened, and her retirement meant the departure of more than a decade of knowledge and experience. Sadly, Margarita passed away shortly after her retirement in 2010. We honored her with a special memorial service in March and established an undergraduate award in her name; the first recipient is Margarita Ibarra CSRE Community Building Award. Stephanie Otani-Iamamoto, was honored at our June commencement.

Despite these challenges, the work of the Center moved ahead, scarcely stopping a beat. We were fortunate to find a very able Executive Director, Beth Hill, who possesses a Ph.D. in Comparative Literature from Stanford and years of experience at the Stanford Humanities Center. Sarah Gamino took the job of Student Services Coordinator for the undergraduate program. She came to us with an M.A. in Education from San Francisco State and with particular expertise about Latina/os in higher education, the topic of her M.A. thesis.

Over the past three years, our new staff, we marked a number of other accomplishments. Tania Schell, our Associate Director of Undergraduate Studies and Director of Service Learning, produced a very successful review of our undergraduate program. At the same time, she succeeded in making us the single largest source of service learning at Stanford. Tania also successfully crafted a proposal which ensures that our service learning program will remain funded

of promising manuscripts, and we hope to see published volumes in the months ahead bearing the Center's imprint.

Our affiliated research centers and institutes have also grown and expanded their programs. This past year, we were especially proud to claim Samy Alim in the School of Education. Alim was recruited to Stanford as part of the Faculty Development Initiative led by Professor Al Camarillo. Since arriving at Stanford, he has been responsible for creating our newest endeavor, the Center for Race, Education, and Language (CREAL), and this year, he assumed the leadership of the Institute for Diversity in the Arts (IDA). Under his guidance, Stanford hosted an unprecedented event showcasing hip hop artists from around the world and giving students an opportunity to work and interact with these artists.

All in all, it has been a very good three years. In closing, I have to say that the very best and most rewarding part of this job has been the opportunity to work with an utterly amazing and breathtakingly talented group of people: our students, fellows, faculty affiliates, staff, advisory board, and the many visitors who grace us with their presence each year. I leave this office in awe of these people and grateful for the opportunity to have served in this position. The Center for Comparative Studies in Race and Ethnicity is truly a remarkable place.

*With my very best wishes,
Matt Snipp*

I'm happy to say that Claude and Dorothy will be rejoining us next year.



Stacy Ed

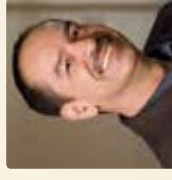


Dr. Stacy Ed

Maria Stuebel (A)



New Faculty Director



Rafael Pineda Salas

cultural studies, Latin American and Post-colonial of the novel and narrative and American comparative literature, his put first book, *Figural from Cervantes to* meaning in select His second book, *(1990)*, is a historical forms. His most recent *Américo Paredes* study of the modern and globalism and history. See *interview*

New Faculty Director



Elizabeth Pineda

We are in an atmosphere that seems to be saying two different things at once: on the one hand, that we are beyond race, beyond the racism of the past, and on the other, that since race is such a divisive issue, this means that we should not even talk about race, nor even think about it as an area of study.

and the country and asked them: "How do we begin an ethnic studies program today, starting from scratch, how would you do it differently?" From these many conversations, it became clear to me that a comparative structure for the study of race and ethnicity was the vibrant alternative for us at Stanford.

in our recommendation to the

degree tracks of traditional ethnic studies programs, but that was really concerned with the much larger issue of the history of the processes of racialization worldwide.

Over the last fifteen years, I've watched, with great interest and a great sense of pride, the development of the program and the huge success that it has had—successful not just within Stanford, but nationally. Now fifteen years later, I'm delighted to have the opportunity to become Director of the Center.

What do you think that ethnic studies has to offer students in the 21st century as the term "post-racial" has become part of our cultural discourse? How do you respond to efforts in states like Arizona and Texas to keep ethnic studies out of secondary school classrooms? How can the Center play a role in or speak to these contemporary issues?

Those are the vital questions of the day. We are in an atmosphere that seems to be saying two different things at once: on the one hand, that we are beyond race, beyond the racism of the past, and on the other, that since race is such a divisive issue, this means that we should not even talk about race, nor even think about it as an area of study. That seems

racial." The question of the very definition of race itself is being reformulated in interesting and important ways in this moment. Part of what our work as scholars associated with the Center for Comparative Studies in Race and Ethnicity should be to stay abreast of that: to think of how the question of the definition of race is an evolving one and what we can do to help further our understanding of its complexity.

How has your affiliation with the Center affected your own work?

My own work has been involved with matters of the representation of race in works of literature in very explicit ways. My teaching, my interactions with colleagues, my appreciation for the work of the many superb scholars here at Stanford, who are posing these same questions in different disciplinary contexts, has had an immense influence on the ways in which my own work has evolved. To take a very concrete example, the book that I'm working on right now concerns contemporary representations of matters of race and ethnicity in fiction written by authors who came to maturity in the post-civil rights era. That notion of race has been influenced immensely by the work of Hazel Markus, Paula Moya, and the research of numerous other Stanford scholars compiled in their anthology entitled, *Doing Race*. It represents the CCSRE way of studying race and ethnicity. The entire focus on interdisciplinarity at the Center has had a profound impact on how I consider my own work and how I feel it has to be a conversation with the work of scholars beyond my own disciplinary field.

What role do you see the Center playing with other ethnic studies centers?

The most important role that CCSRE has to play over the next decades is exactly the role that it has begun in first

identities, what we've learned from CCSRE. The Center has been at the central question of race: how is it evolving, how is it changing, how is it being researched and how are we as students at Stanford

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The Faculty Development Initiative will begin its fifth year with searches authorized in the Department of Religious Studies in the area of race, ethnicity, and American religions, and with possible target of opportunity searches in two or more departments and schools. Given its success to date, the FDI has been extended indefinitely by the Provost beyond the original five-year commitment.

Professor Al Camarillo, Professor of History, Leon Sloss, Jr. Memorial Professor and Special Assistant to the Provost for Faculty Diversity, will continue to direct the Faculty Development Initiative in 2011-2012. 🌐



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



Jennifer Brody
Professor of Drama



Corey Fields
Assistant Professor of Sociology



Angela Garcia
Assistant Professor of Anthropology



Tomás Jiménez
Assistant Professor of Sociology



Vaughn Rasberry
Assistant Professor of English



José David Saldivar
Professor of Comparative Literature
Director of Undergraduate Program
in Comparative Studies in Race and



*“The truth is that America’s expansion
the history of African Americans. Our
these are the contributions that have
culture as a whole.”*

—Dr. Lonnie Bunch

Dr. Lonnie Bunch III, Founding Director of the Smithsonian’s National Museum of African American History and Culture, gave the **6th annual Anne and Loren Kieve Distinguished Speaker lecture** on May 5, 2011 at Stanford. His talk was titled **“The Challenge of Creating a National Museum.”**

More than 25 million people a year visit one of the eight museums known collectively as the Smithsonian Institute; these eight museums reside along the Washington Mall. Whether the subject is art, aerospace, or American history, these museums are responsible not only for housing national treasures, but also for responding to the emotions that Americans bring with them when they view the objects on display. For example, an Apollo capsule conveys more than just a tangible link to the history of the space program; it also evokes the competitive spirit and pride with which the U.S.

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the moon.

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exhibit those broad concepts, Bunch has painstakingly assembled all kinds of artifacts.

The museum plans on recreating a slave ship, a slave cabin and a one-room schoolhouse as well as signs and other artifacts from the Jim Crow era. The museum will display Harriet Tubman's shawl and prayer book as well as a letter from John Brown. It has a trumpet owned by Louis Armstrong, a suit worn by James Brown and the entire Parliament Funkadelic Mothership stage set, recently shipped from a backyard where it was discovered moldering in Tallahassee, Florida.

Most modern museums engage their visitors with fancy technology. "But those kinds of whistles and bells would fail at the Smithsonian," Bunch notes. People come to the Smithsonian not only to engage with iconic objects, but also to understand the stories they embody. To that end, Bunch and his staff have conducted over 8,000 oral interviews, reaching out to citizens in black communities all over the country to tell their stories.

And those stories are not all depressing. In addition to documenting the Black Power movement, changing notions about the role of hip hop culture and Africa's role in shaping African American identity, the museum will wind up with a display that documents the historic election of President Barack Obama.

Bunch puts it simply: "Our job is to help people understand the ambiguity and nuance of history. That's what museums do best. When you come to our museum, you will cry, you will be angry, you will be embarrassed. But I hope the experience will be a totality. At the Museum of African American History and Culture, there will be moments to celebrate and breathe and find joy in as well." 🌍

-Gina Arnold

To see a videotape of the lecture, go to

<http://www.youtube.com/user/StanfordUniversity>



Dr. Bunch's visit included a luncheon which held an engaging discussion with Stanford undergraduate students.



photo left: Professor Emeritus Wanda Cook with Dr. Bunch

offices of *Mujeres Unidas y Activas* (MUA), an immigrant women's rights organization. They were enrolled in a new course called "New Citizenship: Grassroots Movements for Social Justice in the U.S.," one of several specialized service learning courses that the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) offers each quarter.

The students planned to interview domestic workers involved in the campaign for the California Domestic Workers Bill of Rights. But when Coll asked the more than thirty workers present if they would be willing to share their stories with students, no one volunteered.

MUA member suggested that the students first introduce themselves and explain their interest in the campaign. As the students expressed, in Spanish, their interest in the campaign goals and talked about their own personal ties to domestic workers, the mood changed. "In the end, there were more volunteers than we could interview that night," Coll recalls.

The students' experience with the workers' rights organization highlights what Coll sees as a valuable aspect of the service learning program that CSRE has developed over the past four years. Service learning challenges both students and those they work with to understand the privileges and the obligations of race and class in society and in the community. "The community members held students to account. They had to explain themselves, their motives and their subject before folks would participate."

Service exchanges also challenge the way many people may see Stanford students. "I was very proud to take these students into the community," explains Coll. "The students had mothers, aunts or grandmothers who were domestic workers, and others came from homes that employed babysitters or housekeepers. They shared an interest in interrogating different forms of inequality and privilege."

The new service learning course, which is cross-listed with Feminist Studies, Anthropology and Chicano Studies, fosters such exchanges while introducing students to academic research on citizenship. Students are asked to take part in fieldwork with a social movement, in this case, the campaign to pass the California Domestic Workers Bill of Rights (AB 889). The bill aims to provide domestic workers with basic labor protections, such as overtime pay, minimum wages and times for live-in workers, and workers compensation.

Students worked with the Domestic Workers Alliance by doing legislative research on all the members of congress who were on the committee reviewing the bill, as well as collecting stories from both domestic workers and employers about their experiences to share with these policy makers. They attended organizing meetings like the one at the Women's Building as well as public outreach sessions and academic forums on both sides of the Bay. They not only spent time together talking in the classroom but expanded those conversations outside the classroom as they traveled, shared meals, and wrote up their research



Domestic workers address a full house at a meeting in support of the California Domestic Worker

also studied how domestic workers were excluded from federal labor laws at multiple points in the twentieth century, despite workers' attempts to claim these rights.

Stanford Senior Stacy Villalobos says that the fieldwork aspect of the course was crucial to what made the class work so well. "A moment that really stands out occurred during my first interview. I spoke with a woman who told me that through her work with *La Colectiva* (The Women's Collective of the San Francisco Day Laborers Project), she had learned that she had right to a certain number of paid vacation hours because of a San Francisco city ordinance. She relayed this information to her employer, who refused to believe her. She decided she would prove that she had rights to her employer. She came back to the *Colectiva* and asked for a copy of the law."

"She brought [this information] back to her employer (in English, she told me, so that her employer could understand it), and her employer felt forced to give her access to those hours. Despite her limited English proficiency, citizenship status, and dependence on her employer for income, she stood up for her rights. She was fully empowered—as a woman, as an immigrant, as a person of color, and as a worker. I was truly inspired by this woman, and by the work of the organizations we partnered with."

Villalobos notes that this kind of story "gave the material we were learning in the classroom more depth and authenticity. It also helped us critically analyze the arguments we were presented with, using our experiences and those of our interviewees to test the hypotheses in the academic papers we were reading."

Villalobos felt that the course had a big impact on her view of her own education. In addition to learning practical



Student (Interfaith 889, The Women)

For more information on domestic workers (I

room only crowd in Cubberley Auditorium. "And to your souls and feelings. Minds are the real estate of the millennium – especially in this blizzard of mass distraction. So hold on to your sense of self and don't wait for anybody to tell you who you are."

This is good advice for graduating seniors or anyone about to face the job market in America. But it's especially good advice for Stanford students, who seldom get the chance to mix it up with global celebrities like Chuck D, let alone the wide range of musicians and scholars who came to Stanford spring quarter as part of a course called "Global Flows: The Globalization of Hip Hop, Art, Culture and Politics." A month long symposium formed as part of the course that was also open to the public and featured hip hop scholars including Samir Meghelli (Columbia University, co-author of *The Global Ciphya*), Dawn-Elissa Fischer (San Francisco State), and Gaye Theresa Johnson (UC-Santa Barbara) as well as performers like Syrian American hip hop artist Omar Offendum and hip hop journalist Davey D. A highlight of the series was the panel featuring Chuck D, which was intended to bring awareness of the global reach of hip hop as both a cultural and a political phenomenon. The panel discussion was the culmination of a series of events about the importance of hip hop -- a message reinforced by recent events in the Middle East, where songs like Hamada Ben Amor's "President, Your People Are Dying" have served as a rallying cry for young people in Egypt, Tunisia and Libya and played an important role in disseminating the message of the Arab Spring.

The idea for the course and the symposium emerged from the work of H. Samy Alim, a Professor in the School of Education, a sociolinguist and anthropologist by training, and one of Stanford's recent faculty development initiative (FDI) hires. Alim knows firsthand the importance of bringing discussions about hip hop into the academy. In 1997, he walked into a class on hip hop at the University of Pennsylvania, where he was an undergraduate. "I was like, 'this guy can't tell me anything I don't know about hip hop,'" he recalls. "I thought I knew everything – and I totally had my mind blown."

That course, he recalls now, helped him begin the process of moving from, as he puts it, "hip hop fan to hip hop scholar" – a role that he's now solidified with books like *The Global Ciphya: Hip Hop Culture and Consciousness* (Black History Museum Press, 2006), *Roc The Mic Right: The Language of Hip Hop Culture* (Routledge, 2006) and *Global Linguistic Flows: Hip Hop Culture(s), Youth Identities, and the Politics of Language* (Routledge, 2009).

Alim is now the faculty director of the Institute for Diversity in the Arts (IDA), and teaches a course titled *Hip Hop, Youth Identities, and the Politics of Language* that he hopes will provide a similar awakening to the depth and breadth of hip hop language and culture for Stanford students. "Global Flows," the course he designed for the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE) brought together film screenings, dialogues, and performances featuring artists from Ghana, Morocco, Japan, Cuba, Palestine, France and the US, and concluded with a discussion between leading hip

Inventos: Hip-hop Cubano – that included live discussions with each film's director. According to Alim, "We moved the program to the dorms because hip hop already lives in the dorms. It was a case of bringing the everyday to the academy. We wanted to take something students were interested in their daily lives and have them think about it in broader and more complex terms."



Chuck D of Public Enemy with Professor Samy Alim

The course and symposium achieved both of those goals. Author Jeff Chang praised Alim's innovative design for its relevancy and forward-thinking framework. "When Samy began planning," he points out, "he could not have known how prescient a program it would become given the events of the Arab Spring and the intensifying human rights crisis in Arizona and across the South. But to me the event did take on a larger significance, and that's the one thing that never ceases to amaze me: that hip hop still speaks to the most urgent issues of the day."

Chang also sees these events as revitalizing an awareness of hip hop as a contemporary evolving art form. "I think there's a way in which hip hop events are in danger of becoming very much about the 'good old days' which never were," he adds. "The brilliant thing that Alim and all the participants in Global Flows this year did was to constantly demonstrate how young people have found and are still finding their voices through this art form."

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ESHEL: I'd like to open the conversation with the question of charisma. And I'd like to ask you: what is the basis of the charisma of certain historical figures such as Martin Buber and Martin Luther King?

ZIPPERSTEIN: Let me begin here, just about the mystery of charisma, and offer two examples as a way of answering the question by avoiding answering it directly.

When I was writing *Elusive Prophet*, my biography of Ahad Ha'am, who emerged as the major intellectual...figure in the Zionist movement at the turn of the 20th century and who was a major influence on Martin Buber, I found that in the mid-1880s...he goes abroad looking into the possibility of studying at a university, perhaps in Central Europe. He meets various Jewish intellectuals, enlightened figures, and makes no impact whatsoever on them.

Four years later, he comes to Odessa, and he comes to be celebrated. The Hebrew word is *nistar*. [As] a hidden holy man, an entire circle comes to be formed around him. The literature about him suggests that he could well be the redemptive intellectual in the Zionist movement.

What happened in those intervening years? I don't know. There are these leaps in biography that feel sometimes almost greater than chasms when you're writing on a larger canvas. And so, I noted the difference. I scratched my head, if you will, at its mystery.

One other example: Abraham Joshua Heschel, beardless—I'm not suggesting the mystery is in the beard—teaching at the Hebrew Union College. Reactions to his classes are mostly rather unenthusiastic. He seems to be an uninspired teacher. It seems that he would often come to class and read to students from the galleys of his books.

In any event, once in New York, now bearded, the author of a great book on the Prophets, Heschel becomes Heschel. Some of this has to do with the moment; some of it has to do with the intersection between his work on prophecy and the civil rights movement. Some of it has to do, perhaps, with the American public looking for a Jewish counterpart to a figure like Martin Luther King. Some of it has to do with incredibly good public relations with influential people working for Heschel, pushing for him behind the scenes in Jewish communal life. And some of it, again, has to do with mystery.

And I think that not only students of religious thought, like Paul, but also cultural historians like myself, are simply in awe of the power of mystery.

MENDES-FLOHR: I mentioned to Amir that Buber, as you know, had a long, beautiful white beard. The origin of that is quite prosaic. [As] a young man, [he] suffered from a harelip so he [grew] a moustache as soon as he was able to do so and then the beard came thereafter, which serves as charisma later on, but fortuitously.

Charisma is not an intrinsic quality. One is not born a charismatic individual. There are certain imponderable qualities that lend themselves at given moments to charisma: the quality of one's voice, bearing, stature. But—if I can be a bit academic—there's a sociological complex that quickens those qualities, to render them charismatic, to charm, to compel a following.

Buber had developed a certain charismatic persona in Germany for German Jewry as well as many non-Jews. When he came to Israel, it didn't work because his diction, his inclination for poetic imagery, for even religiously inflected concepts, somehow didn't register with the pragmatic-oriented Israeli generation of that time.

Luther King and Martin Buber, it was the wedding of courageous politics and faith. In other words, the special allure of a person of faith who is also a political progressive. So, when you take hold of a vessel like religion, so often used for very different purposes, indeed used so often for the purpose of cultural sedation, and then turn it into something explosive, and liberal, or leftist, it can well hold an extraordinary allure.

I've long wondered whether much of what so excited some about Buber was precisely what exasperated others about him—because there were others, like Scholem, an early disciple, who were eventually exasperated by him and the aura ever surrounding him.

In the case of Martin Luther King, I wonder if there was also something similar in his miraculous rise to stardom as a youth. He comes of age so young under the patronage of an important father but surrounded by far more prominent, older, if also more stolid figures. And the combination of being able to project a kind of prophetic cadence, to make throughout his short life so many astonishingly courageous political decisions—some of them, from the vantage point of those close to him, counterintuitive—these qualities set him apart. Politics wedded with faith. I wonder if that's part of the key.

MENDES-FLOHR: I would begin with an anecdote regarding Buber's beard. They say when Buber came to Israel at the age of 60 in 1938, when he walked down the streets of Jerusalem, young children would run after him and scream out, "Elohim, Elohim (God, God)." And Buber would turn around, stroke his beard, and say, "Yes?"

Well, Buber didn't regard himself as divine, nor even as a prophet. But he did say and did insist that the Jewish people should regard themselves as the children of Amos the prophet. Amos, of course, reminded Israel, the children of Israel, that God is not only their God but the God of the Ethiopians and all of humanity. He's a redemptive God, so to speak, of all. And as such, we should be alert to the suffering of others.

When my children ask me, what is a prophet, I whimsically suggest that there's this distinction to be made between a *kvetch* and a prophet. A *kvetch* complains about his own, our own woes and troubles. A prophet kvetches on behalf of the other, those who are disinherited, those who are abused, and the like. And that was Buber's faith—a prophetic faith that we should be alert to not only our own suffering but certainly [to] the Jewish people [who] in his time suffered dearly and deeply. [and] also [to] the suffering that, perforce, is perpetrated on others because of our own desire to affirm our own dignity, to pursue our own just cause. [W]e should not forget that. And this is, of course, a moment of faith that the God of Israel is also the God of the Ethiopians—if you wish, the God of the Palestinians. That, I think, is a unique combination of politics and faith in Buber's case.

ESHEL: I'd like to go back to the question of charisma and impact and ask both of you: To what extent do you think that both Martin Buber

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of the American EDUCATIONAL RESEARCH Association (AERA). She conducts research that has practical applications in real school settings. She is especially interested in authentic learning environments that are faced with the challenge of improving education for urban and inner-city populations.

The highlight of 2011 was the celebration of the 100-year anniversary of the birth of Dr. Saint Clair Drake. Dr. Drake was the first Director for AAAS (1969), and the scholars who have followed in his footsteps hold his work as an early researcher of Black Americans in the highest regard. In honor of Dr. Drake's legacy, AAAS hosted the annual Saint Clair Drake Memorial Lecture with guest speaker Dr. Mae Jemison ('77). On May 2, more than 200 guests filed into Paul Brest Hall to hear the words of this Stanford graduate who is most famously known as the first African American woman to travel in outer space. The crowd listened with keen attention as Dr. Jemison recounted her struggles with being the only student of color in her science and engineering courses, and everyone was inspired when she talked about the importance of her AAAS classes in helping her develop "a confidence about knowing yourself."

Dr. Jemison's lecture addressed the emerging sentiment that America is in a "post-racial society," as evidenced by the election of President Barack Obama and other achievements of people of color. However, Dr. Jemison highlighted the incongruities of racial representation in the sciences as just one of a plethora of examples that demonstrate the continued significance of race today. To counteract the racialized opposition she faced in pursuing her own goals, Dr. Jemison commented, "You have to believe in yourself first. Then you have to believe that you have a right to be involved. That's what AAAS taught me." As AAAS looks back at its past accomplishments this year, it also looks forward to future years of inspiring its graduates with the confidence to "believe they have a right to be involved!"



At a reception on June 6, Al Camarillo, Professor of History, La Special Assistant to the Provost for Faculty Diversity, was honored for his leadership in supporting greater diversity in the faculty, staff and students.

The diversity awards were established in 2009 to honor individuals and departments for their contributions to enhancing and supporting diversity, broadly defined, at Stanford each year: one to an individual among the faculty, students and staff in a department, program or office.

The award citation praised Camarillo "for his passion and commitment to the development of more than 40 new courses at the Center for Comparative Studies in Race and Ethnicity and honored "for his work in advancing the Faculty Development Initiative at Stanford who are engaged in race and ethnicity scholarship, and gender studies and underrepresented minorities." Finally, the citation commended Camarillo for his work in supporting greater diversity in the faculty, staff and students.

During the ceremony the Center for Comparative Studies in Race and Ethnicity presented Camarillo with the award. Camarillo's citation read: "developing undergraduate curricula on topics focusing on people of diverse backgrounds, creating a welcoming environment to students of diverse backgrounds, identifying and supporting meaningful relationships with faculty and staff as well as fostering intellectual give-and-take, sustained research interaction through the seminars, networks and fellows program of its Research Institute."



Friends, colleagues, and family members gathered to celebrate Professor Al Camarillo's award.





A-lan credits CSRE for allowing her writer, while simultaneously studying in contexts and disciplines, especially the

When A-lan Holt graduated from Stanford this June – with honors and more – she made the leap from college student to budding playwright in New York City’s theater district. She is participating in Second Stage Theater’s Summer Leadership Forum, an intensive internship with the prestigious off-Broadway theater that helps American playwrights develop their works.

It’s the perfect place for A-lan, who was able to devote all of her senior year at Stanford to developing her play, *8Ball*, which was performed at Stanford in 2011. The play was also the focus of her senior honors thesis, “*8Ball*: Towards a Politics of Impossibility,” which she wrote as part of her major in Comparative Studies in Race and Ethnicity (CSRE). *8Ball* has garnered numerous awards, including this year’s Dr. Floyd Gaffney National Playwriting Award, the Drama Department’s Sherifa Omade Edoga Prize for work involving social issues, and the George Fredrickson Prize for Excellence in Honors Research. Both the play and the thesis project integrate drama, race, and theory, bringing together many of the interests that characterize CSRE, as a program, and A-lan, as a student.

Brought up in Los Angeles, A-lan says she was initially more interested in poetry and performance than drama and writing. “My family was so encouraging of the arts; from a young age I was playing the piano, and dancing. It was not until high school that I began getting more involved with theater and performance, but even then I was more interested in slam poetry—a type of competitive spoken word contest—than drama itself. When I came to Stanford, I continued to perform spoken word and do some acting.

Abduallah, and Saul Williams—gave me confidence to make that move. In fact, the idea for *8Ball* came out of a course she took with Cherrie Moraga, an experience that demonstrates the ways that a CSRE allows students to experiment and cross disciplines. “I came to Stanford through the idea of going to major in English or Psychology, though I was not married to the idea. “I learned about CSRE during my weeks on campus, and with the interning of the IDA track (Institute for Diversity Arts) I was stolen by the idea.”

A-lan credits CSRE for allowing her to develop her creativity as a writer, while simultaneously studying race and ethnicity in other contexts and disciplines, especially theory. “CSRE teaches you to read into everything the placement of a comma—I love that explains. “That training has conditioned me to pay so much attention to detail that I’m writing a script or a poem it feels like painting than typing. I’m creating many different levels. When I think about process in these terms, composition is about what is being said on the page and it informs the story, to the line breaks that dictate the rhythm, and to the way the words look on the page. Everything speaks to everything else. “What keeps the work exciting.”

The result of this study can be seen in a play that is a meditation on the ravages of crack cocaine. “The story is told through the voices of five characters that live on the block in Los Angeles,” she says. “As the play continues, we begin to see these characters who start off so separate from each other and refashion a family and a future together.

Recent position was at the Harvard Graduate School of Education, where she was a lecturer in Educational Leadership and Organizations. Janice’s past experience includes work in the leadership cadre of three major urban school systems, including service as Deputy Superintendent for Boston Public Schools. Janice also has extensive experience in the policy arena at the federal level, where she served as Deputy Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education. Janice replaces SCOPE Executive Director Carol Campbell, who resigned in order to return to her home in Canada for family reasons. We are pleased that Carol will remain closely involved with SCOPE as an international affiliate. Janice will work closely with SCOPE Co-Directors Linda Darling-Hammond and Prudence Carter to support our mission to foster research, policy and practice to advance high quality, high equity education systems. Welcome, Janice!


LATEST REPORTS

Speaking of Salaries: What It Will Take to Get Qualified, Effective Teachers in All Communities

The fact that well-qualified teachers are inequitably distributed to students in the United States has received growing public attention. By every measure of qualifications—certification, subject matter background, pedagogical training, selectivity of college attended, test scores, or experience—less-qualified teachers tend to be found in schools serving greater numbers of low-income and minority students. Studies in state after state have found that students of color in low-income schools are three to ten times more likely to have unqualified teachers than students in predominantly white schools.

This study by Frank Adamson and Linda Darling-Hammond examines how and why teacher quality is inequitably distributed by reviewing research and examining data from California and New York—two large states that face similar demographic diversity and educational challenges such as a wide range of funding across districts—a condition replicated in most states in the country. This report was supported by the Center for American Progress and can be downloaded from the SCOPE website.

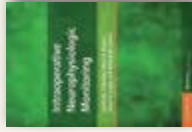
BROWN BAG SEMINAR SERIES

SCOPE’s 2011–12 Brown Bag Seminar Series — “Equity, Quality, and Educational Opportunity” — will feature faculty from on and off campus, including Camille Charles, Claude Steele, Kenji Hakuta, Rachel Lotan, Greg Walton, Amanda Lewis, Bill Koski, William Darity, and Janelle Scott. Details will be announced soon on our web site. 

Stay informed on our latest events and activities. Join online at <http://edpolicy.stanford.edu>.



GEORGE LIPSITZ *How Racism Takes Place*. Temple University Press, 2011.



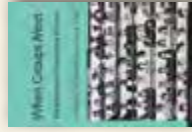
JAIME LÓPEZ, GLORIA GALLOWAY, MARC NUWER, KHALED ZAMEL *Intraoperative Neurophysiologic Monitoring*. Cambridge University Press, 2010.



THOMAS MULLANEY *Coming to Terms with the Nation: Ethnic Classification in Modern China*. University of California Press, 2011.



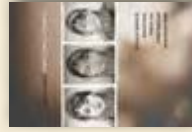
DAVID PALUMBO-LIU, BRUCE ROBBINS, NIRVANA TANOUKHI Eds. *Immanuel Wallerstein and the Problem of the World: System, Scale, Culture*. Duke University Press, 2011.



THOMAS PETTIGREW and LINDA TROPP *When Groups meet: The Dynamics of Intergroup Contact*. Psychology Press, 2011.



RACHEL ST. JOHN *Line in the Sand: A History of the Western U.S.-Mexico Border*. Princeton University Press, 2011.



CHERISE SMITH *Enacting Others: Politics of Identity in Eleanor Antin, Nikki S. Lee, Adrian Piper, and Anna Deavere Smith*. Duke University Press, 2011.

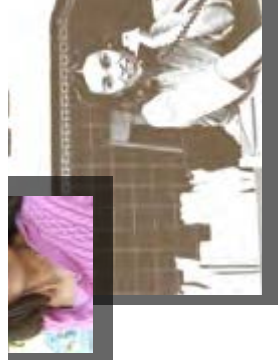
CSRE Student Services Coordinator

In 2008-09, CCSRE offered a special course on race and inequality in the aftermath of Hurricane Katrina that was open to the public as well as the Stanford community. As someone closely involved in the organization of this event, I knew first-hand how much effort the staff put in to make this course possible. No matter how much work we did each day, there was always more work waiting in the morning. After a few weeks everyone was tired, and Margarita Ibarra, the Center's Student Services Coordinator, was no exception.

One evening Margarita and I were standing outside the doors of the auditorium where a lecture was taking place, when I noticed her closing her eyes and fighting off the temptation to fall asleep. I nudged her lightly and watched as she opened her eyes and smiled.

Margarita's ability to go from a state of exhaustion to a smile in the blink of an eye and to help others make that transition with her always amazed me. Her innate empathy made Margarita feel like a sister or a mother to some, and a best friend to others. The rides home I gave her, the lunches we shared, and our daily conversations, were some of the most memorable experiences I have of life as a Stanford graduate student. Indeed, they are some of my most memorable experiences as a human being.

Margarita retired in July of 2010 and passed away in February 2011. On March 30, 2011, friends and family came together for a memorial service to celebrate the life and spirit of Margarita at The CIRCLE Sanctuary at Stanford. Although I was unable to attend, I listened to a recorded version of the afternoon's event from my desk. I imagined Margarita sitting by my side, listening to everyone talk, and commenting on each person's words. I will not say what I imagined her saying, especially about the singing, but it was both humorous and kind. I am sure she would have laughed, and cried, as I did.



Ethnicity, Scotty McLennan reminded us how much Margarita genuinely care others.

Al Camarillo, Professor of History and of the founders of the Center, underscored trait of Margarita that anyone who ever into contact with her knows well—when she worked, Margarita created a sense of community. Al recalled being a 26 year new faculty member at a time when there were very few minorities at the graduate or faculty level at Stanford and witnessing Marg influence on the Chicano Fellows Program. "It was a lonely business to be a minority graduate student back in the early 1970s those days, the Chicano Fellows Program the heart and the soul of the graduate student community for Chicano graduate students and within that circle, the person who the warmth and support to those graduate students was Margarita. I knew she special." Later as Student Services Coordinator for the Undergraduate Program in Comparative Studies in Race and Ethnicity (CSRE), Margarita continued to play a crucial role for students and faculty alike. "You couldn't help but hear."

As Paula Moya, Professor of English and a former faculty director of CSRE, put it "Margarita was central to the growth, struggles and manifold joys experienced the faculty, staff, and students at the Center, especially those most nearly involved with the undergraduate program." In her view, the many legacies of Margarita "is sure ongoing success of the Center for Comparative Studies in Race and Ethnicity."

It is only fitting then that former students were also at the ceremony reflecting on the central role Margarita played in their

blished writings, and unpublished manuscripts. Under the supervision of
ector Clayborne Carson, the Project has published six volumes of *The Papers*
Martin Luther King, Jr., with plans for Volume VII to be published in 2012–13.

urrently, the Project's main focus is Volume VII (January 1961–August 1962)
The Papers of Martin Luther King, Jr., which chronicles King's relationship
th the student movement and the Kennedy Administration; the 1961 Freedom
des; and the desegregation campaign in Albany, Georgia.

ogress is also being made on Volume VIII, (September 1962–December 1963),
ich documents James Meredith's admission to the University of Mississippi;
ng's planning of and leadership during the campaign the desegregation
Birmingham, Alabama; the historic March on Washington for Jobs and
edom; the period following the bombing of Birmingham's Sixteenth Street
ptist Church; the assassination of President John F. Kennedy; and King's push
complete the sermons for his 1963 book, *Strength to Love*.

gnificant Events

July 2010, the King Institute hosted a two-day conference titled, "Where
o We Go from Here?: Achieving Global Peace with Justice in a Sustainable
vironment." The conference featured prominent experts and social activists,
cluding Dorothy Cotton, former education director of King's Southern
ristian Leadership Conference, and Vincent Harding, now a historian but
o a friend and colleague of Dr. King's. All sessions were free and open to the
blic.

March 2011, Professor Clayborne Carson took his play, *Passages of Martin
ther King*, to East Jerusalem and the West Bank. The play was translated
o Arabic and performed by the Palestinian National Theater, featuring
ght Palestinian actors and six African American singers who depicted
ng's Ebenezer Baptist Church choir and civil rights freedom fighters.
cording to Carson, "The Palestinian cast worked hard to create their own
stinctive version of the King story, because it was understandably difficult
the actors to appreciate King's cultural and political context, including the
ological debates between King and his critics, such as Malcolm X and Stokely
rmichael." But Carson points out that "these debates are going on every day
Palestinian territories. The play was simply a vehicle for Palestinians to carry
their own dialogue about alternative strategies." 🌐



Professor Clayborne Carson
with former Stanford
student, Fadi Quran,
at a demonstration in
Ramallah in the Occupied
Palestinian Territories



Ellen Tani entered Stanford as a Ph.D. student in a
and representation. Now having successfully fini:
Comparative Studies in Race and Ethnicity (CCS
collaboration through her work in post-racial aesthetics
fellowships, Tani describes the Center as a vital intelle:
scholars across disciplines.

CCSRE graduate fellowships are awarded to outstanding
race, ethnicity, and culture. Fellows are nominated by
support, and participate in regular events with CCSRE s

Tani presented work to other graduate fellows about pos:
sound in multimedia work. Her presentation emerged fr
Michele Elam and was informed by a literature class
professor Harry Elam, all of whom are CCSRE faculty affi
encouraged my ideas in ways that I hadn't experienced

Tani links her scholarly interests to her undergraduate ca
at graduate programs, Stanford's CCSRE stood out as
"Combining art history with ethnic history is a way of ri
into history as we know it or art history as we know it,

In her graduate school application, Tani highlighted he
and collective histories of belonging and signification.
Japanese Americans in World War II, Tani's grandparen
into the camp, Tani's grandmother carefully ensured the
typewriter was a "way of access to expression, to a
personal statement caught the eye of Bryan Wolf, a Pic
her for the graduate fellowship.

Once she arrived on campus, Tani was surprised to find i
and faculty fellows and was impressed by the "huge c
taken advantage of the extensive interdisciplinary progr
and other departments. As a result, her work has mov
work with Michele Elam on a project about post-raci
believes would not have been possible for her without i

The Center's comparative emphasis enriched Tani's wc
a particularly rich area for the study of race and ethnic
scholarship. The Center has also "helped me frame m
different intellectual communities," Tani says. Her expe
self-presentation. I've learned how I can connect my wc
productive way."

Tani describes the Center as an "incubator for my thoi
plans to stay engaged with the Center and with the c

Tani describes
the Center as a
remarkably
generous place
that dedicates
space, time and
resources to
bringing people
together who
have common
interests and
who strive to
communicate
across



Maneka Deanna Brooks is a doctoral candidate in Educational Linguistics at Stanford University School of Education. In addition to her work with Dr. Jiménez on immigration in East Palo Alto, she is working on her dissertation research on the language and literacy practices of adolescent Latinas.



School of Education graduate students, Pia Castilleja and Luis Poza working with co-director of ISIM, Professor Guadalupe Valdés, on her East Palo Alto immigrant project.

different departments to explore solutions to complex problems brought about by the worldwide movement of peoples. Beginning in 2009–2010, 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)—received funding from the Presidential Fund for Innovation in International Studies (PFIS) to investigate challenges and opportunities that are central 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. The members of this research team are currently gathering data in East Palo Alto.

This project involves studying 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. The segment of the work conducted by Tomás Jiménez began in the fall of 2009. Along with School of Education doctoral student, Maneka Brooks, Jiménez has been conducting in-depth interviews with African American residents in East Palo Alto. Jiménez has gathered more than 50 interviews with East Palo Alto residents of all ages. He has also gathered some observational data at major city celebrations and events. Data collection for this portion of the project will be complete in the summer of 2011.

The segment of the project carried out by Guadalupe Valdés 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, what documents are needed for school registration, and even lack of information about the months of the year that school instruction begins and ends can have serious consequences for both newly arrived families and school personnel.

PFIS funding will also be used to increase interest in international migration within the broader Stanford faculty and student community.

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

Institute on the Politics of Inequality, Race and Ethnicity at Stanford (InsPIRES) presents

DAVID I. LUBLIN
speaking on:
**MINORITY RULES
ELECTORAL SYSTEMS
AND ETHNO-REGIONAL PARTIES**

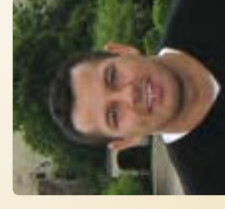
Thursday, November 18, 2010
Terrace Room
Margaret Jacks Hall

4:00 pm Refreshments
4:15 pm Lecture
Reception to follow

If you plan to attend, please RSVP to Tracy Holmes at tholmes@stanford.edu

The 2010–2011 academic year, November, InsPIRES welcomed University, who presented his minorities in democratic elections. **Electoral Systems and Ethno-**

In February, Professor Ch Washington presented his military veterans in the early 1950s. His talk was called, “Fighting



In addition to his talk on campus, the Institute of International Studies is hosting a minority symposium in collaboration with the

Faculty Seminar Series

WINTER QUARTER



MARK BRILLIANT
Assistant Professor of History, University of California, Berkeley

The Color of America is Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978



TAEKU LEE
Professor of Political Science and Law, and Dept. Chair, University of California, Berkeley

The American Non-Partisan: How Race and Immigration are Changing the Face of Political Parties



RICHARD ROTHSTEIN
Research Associate, Economic Policy Institute
sponsored by Center for Ethics in Society

Worlds Apart: Why Our Schools and Neighborhoods Remain Segregated



RHACEL PARREÑAS
Professor of Sociology, University of Southern California

Racial Imperialism

2011 SPRING QUARTER



Screening by & Discussion with Academy Award-Winning Filmmaker, FREIDA LEE MOCK

April 14, 2011

FREIDA LEE MOCK has received an Academy Award, five Academy Award nominations, two prime-time Emmy Awards, and three prime-time Emmy nominations. The event featured screenings and a discussion of her Oscar-winning film, "Maya Lin" (1995) the story of the Yale undergraduate who won the contract to design the Vietnam Veterans Memorial in Washington DC, and her recent film "Lt. Watada" (2010), the story of the first commissioned military officer to refuse to deploy to Iraq.



BRIAN LOWERY
Associate Professor of Organizational Behavior, Graduate School of Business, Stanford University

Staying on Top and Feeling Good About it: Managing the Challenges Posed by being White in America



TIFFANY D. JOSEPH
Sociology Ph.D., Robert Wood Johnson Health Policy Scholar Harvard University (2011-2013)



The 6th Annual Anne and Leanne Kieve Distinguished Speaker Lecture

The Challenge of Creating a National African American Museum

May 5, 2011

LONNIE G. BUNCH III, a historian, curator and educator, is the founding director of the Smithsonian's National Museum of African American History and Culture. *See article on page 6.*

CCSRE Affiliates Showcases



The Stanford Institute for the Study of International Migration (ISIM) presented:

Does Border Enforcement Matter? What Mexican Migrants Can Teach Us

September 30, 2010

WAVYNE A. CORNELIUS, Director



Institute on the Politics of Inequality, Race and Ethnicity Stanford (INSPIRES) present

Fighting for Democracy
February 22, 2011

CHRIS PARKER, Associate Professor of Stuart A. Scheingold Professor of Justice and Political Science, DePaul University

n education in the U.S. and elsewhere. The workshop brought together in interdisciplinary group of leading scholars and graduate students in language and education—anthropologists, linguists, literacy specialists, policy analysts, psychologists and educators—to address the role of race and ethnicity in a host of complex and controversial language educational issues. As an ongoing initiative, the workshop interrogates a wide range of issues that cut across the areas of practice—the dynamic processes of teaching and learning—and policy, as well as informs the language education of linguistically profiled and marginalized populations.

CREAL was active in shaping current language debates and published two statements related to controversial language issues in the U.S. The first statement, “Statement on Arizona’s English Fluency Initiative,” spotlighted in *Education Week*, responded to the Arizona Department of Education’s targeting of English teachers who speak “heavily accented” English. The statement was signed by approximately 100 faculty from across the University, who rejected Arizona’s approach and instead supported “all efforts to improve the educational welfare of Latina/o students, and all students” by strongly favoring “programs and policies that are supported by sound educational and linguistic research.” The second statement, “Why the DEA’s Embrace of Ebonics is Lost in Translation” (co-authored with Princeton University professor, Imani Perry and published on www.egriot.com), argued that the firestorm due to the Drug Enforcement Agency’s request to hire experts in “Ebonics” highlights several educational, social and linguistic ironies, each of which can help us understand issues of language and race in the U.S. and globally.

CREAL looks forward to supporting research on race, ethnicity and language with ongoing workshops, lectures, events and publications, as well as to shaping public discourse on contentious contemporary language issues.

J. SAMY ALLIM, Co-Director, Associate Professor of Education and, by courtesy, Anthropology and Linguistics

ARNETHA F. BALL, Co-Director, Professor of Education, Director of African & African American Studies

JOHN R. RICKFORD, Co-Director, E.J. Wallace Sterling Professor in the Humanities and Professor of Linguistics and, by courtesy, Education



The Workshop hosted the following for CREAL’s inaugural year:

A book talk and signing by leading sociolinguist and linguistic anthropologist, **MARY BUCHOLTZ** of UC Santa Barbara, author of *White Kids: Language, Race, and Styles of Youth Identity*, Cambridge University Press, 2011

A lecture titled, “The Socially Meaningful Use of English among Norwegian Learners,” given by **ULRIKKE RINDAL** from the Department of Teacher Education and School Development in the University of Oslo

Lectures by various Stanford University faculty in the School of Education, including:

- **ARNETHA F. BALL** “A Comparative Perspective and Model on Language Learning and Race in the U.S. and South Africa”
- **BRYAN BROWN** “Discursive Identity and Conceptual Continuity: A Methodological Workshop”
- **CLAUDE GOLDENBERG** and doctoral student, **SARA RUTHERFORD QUACH** “The Arizona Home Language Survey and the Identification of Students for ELL Services”

and Middle Eastern Literatures and Languages

STEPHANIE O with Honors

JENNIFER SHF Honors. Minor.

REBECCA JAN COURTNEY "ELIZABETH V. LUKE WIGREI PILAR ANDIA Honors. Minor.

Minor

JOSHUA AIDZ Religious Studi

International Relations

Comparative Studies in Race and Ethnicity

Bachelor of Arts

NATNAELLE ADMASSU

DONOVAN RYAN ERVIN, with Honors

A-LAN AREN HOLT, with Honors

KELSEY ANNE KING, with Honors

MELISSA MARY MARES, Minor.

Modern Languages

ALBERT GILBERT, B.A. and M.A., Sociology

MELINDA GRANT, B.A., Urban Studies

African and African American Studies

Bachelor of Arts

VICTORIA ASBURY, with Honors

APRIL HOUSE, with Honors

DARIUS WHITE, with Honors

SHAMIKA GODDARD

Minor

YVORN ASWAD, B.A., Human Biology

CATHERINE HOWARD, B.A.

International Relations with Honors

ALBERT GILBERT, B.A. and M.A., Sociology

MELINDA GRANT, B.A., Urban Studies

African American Studies Awards

Academic Achievement & Service Award

VICTORIA ASBURY

James L. Gibbs Award for Superior Academic Performance

DARIUS WHITE

Kennell Jackson Research Award

VICTORIA ASBURY

CATHERINE HOWARD

Shanta Annan Memorial Award

KALYN MCCALL

Trustee Leadership Award

DARIUS WHITE

Taube Center for Jewish Studies Awards

Donald and Robin Kennedy Jewish Studies Undergraduate Award

STEPHANIE WEBER

Koret Award for Best Essay Written in Hebrew

ISAAC BLEAMAN

Nelee Langmuir Award

GEORGE MALKIN

CSRE Prizes and Awards

Senior Paper Prize

REBECCA RICHARDSON

Award for Community Outreach and Engagement

KELSEY KING

Margarita Ibarra CSRE Community Building Award

STEPHANIE OTANI-SUNAMOTO

George M. Frederickson Award for Excellence in Honors Research

A-LAN HOLT

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

STEPHANIE OTANI-SUNAMOTO

Faculty Recognition Award

STEPHEN SOHN, Assistant Professor of English

Chicana/o Studies Awards

The Ernesto Galarza Prizes for Excellence in Graduate Student Research

JENNIFER HARFORD VARGAS

International Studies Awards

St. Clair Drake Award for Teaching

H. SAMY ALIM, Associate Professor of Education and, by courtesy, Anthropology and Linguistics

Chicana/o Studies Awards

The Ernesto Galarza Prizes for Excellence in Graduate Student Research

JENNIFER HARFORD VARGAS

CSRE Prizes and Awards

Senior Paper Prize

REBECCA RICHARDSON

Award for Community Outreach and Engagement

KELSEY KING

Margarita Ibarra CSRE Community Building Award

STEPHANIE OTANI-SUNAMOTO

George M. Frederickson Award for Excellence in Honors Research

A-LAN HOLT

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

STEPHANIE OTANI-SUNAMOTO

Faculty Recognition Award

STEPHEN SOHN, Assistant Professor of English

International Relations

Comparative Studies in Race and Ethnicity

Bachelor of Arts

NATNAELLE ADMASSU

DONOVAN RYAN ERVIN, with Honors

A-LAN AREN HOLT, with Honors

KELSEY ANNE KING, with Honors

MELISSA MARY MARES, Minor.

Modern Languages

ALBERT GILBERT, B.A. and M.A., Sociology

MELINDA GRANT, B.A., Urban Studies

African and African American Studies

Bachelor of Arts

VICTORIA ASBURY, with Honors

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DARIUS WHITE, with Honors

SHAMIKA GODDARD

Minor

YVORN ASWAD, B.A., Human Biology

CATHERINE HOWARD, B.A.

International Relations with Honors

ALBERT GILBERT, B.A. and M.A., Sociology

MELINDA GRANT, B.A., Urban Studies



Recognition Award

am in Comparative Studies in Race and Ethnicity (CSRE) recognized

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am in Comparative Studies in Race and Ethnicity (CSRE) recognized

Recognition Award

am in Comparative Studies in Race and Ethnicity (CSRE) recognized

GRADUATE DISSERTATION FELLOWS

FIDIPPOLO English Department, *Plain as a plowshare: The Figure of the Native in Early American Literature*

HIA S. LEVINE Psychology Department, *Can we improve? How a target's race dictates perceptions of potential for growth*

MARÍA ROMÁN English Department, *Illicit Wages and Identity Taxes: Upward Mobility and Middle Class Status in Chicana/o Black Cultural Production*

TEACHING FELLOWS

YA CARUTHERS School of Education, *Queen: Black Women and Embodied Leadership in the Era of Austerity*

ICIA J. SEO Sociology Department, *From Marginality to the Center to Out in the Cold: Community Action and Reaction to Immigrant Workers*

WHITNEY M. TRUMP English Department, *Always a Second Edition: The Racial Politics of Rewriting in 19th-Century American Literature*

CCSRE GRADUATE FELLOWS 2011-2014

TERESA G. JIMENEZ English Department

ASHLEY A. LAGARON Political Science Department

CCSRE GRADUATE FELLOWS 2010-2013

DESTIN K. JENKINS History Department

CCSRE GRADUATE FELLOWS 2009-2012

ALYSSA S. FU Psychology Department

LUIS E. POZA, School of Education

MARIBEL SANTIAGO, School of Education

EXTERNAL FACULTY FELLOWS

DOLORES INÉS CASILLAS is an Assistant Professor of Chicana and Chicano Studies at the University of California, Santa Barbara. Her current book project, *Sounds of Belonging: A Cultural History of U.S. Spanish-language Radio*, examines the intimate listening relationship between Latinos and radio during heightened moments of immigration politics.

SIN YI CHEUNG is an Associate Professor of Sociology at Cardiff University, United Kingdom. Cheung's research studies social inequalities in education and employment, with a particular focus on ethnic minorities in western advanced economies. Her current project is titled *Immigrant Adaptation in Post-Industrialized Economies: a Comparative Study of Overseas Chinese*.

SERGIO E. DE LA MORA is an Associate Professor of Chicana and Chicano Studies at the University of California, Davis. His current book project, *Lucha Reyes: Queen of Mariachi, Queer Icon*, focuses on the 1930s-40s pioneer *ranchera* music performer Lucha Reyes and the ways her legacy has been represented from competing perspectives and across a variety of genres, including film, radio, performance and queer musicology.

ANA E. PUGA is an Assistant Professor in Theater and Spanish at Ohio State University. Her current book project, *Desperate Acts: Melodrama and Spectacles of Suffering in the Performance of Migration*, interrogates the reliance on melodrama in late twentieth and twenty-first century artistic and social performances by and about undocumented migrants from Latin America, especially women and children.

GRADUATE DISSERTATION FELLOWS

JENNIFER HARFORD VARGAS English Department, *Dictating Forms: Authoritarian Power in the Latino/o American Novel*

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

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

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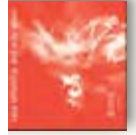


as a Visiting Scholar to complete a book on mixed race narratives titled *When Half is Whole* forthcoming from Stanford University Press in 2012. He goes to teach a course called "Transnational Multiethnic Lives" and will offer a new one on "Transforming Self and Systems" this year. He is the issues editor of the new *Journal of Asian American Studies* and co-editor of a book titled *Synergy, Healing and Movement* to be published in fall 2011. In 2011 he was appointed Consulting Professor in the Stanford School of Medicine for a program in Arts, Humanities and Medicine.

IE PARREÑAS-SHIMIZU (2009-2010) started the book she began writing during her fellowship year at the Research Institute at the University of California, San Diego. She appreciates her fellowship year and her affiliation as a Visiting Scholar. Her current book, *Straitjacket Sexualities: Mapping Asian American Manhoods in the Movies*, will be published by Stanford University Press in spring 2011 as part of its Asian American Studies series.



DOROTHY ROBERTS (2007-2008) has a new book forthcoming from The New York University Press titled *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century*. She appreciates the support of her fellowship at the Research Institute at the University of California, San Diego in helping her complete this book project. She is currently a Wood Johnson Foundation Investigator in Health Policy Research and a National Endowment for the Humanities Award recipient. Professor Roberts received a 2011 award from former Chicago Mayor Richard Daley and the Chicago Commission on Women's Leadership in mentoring, workplace and community advocacy, and local and global rights initiatives.



Valley Professor of Education at the University of California at Mills College. Her article, "Isn't that what those kids need? Urban Schools and the Master Narrative of the 'Tough Urban Principal,'" published with her students his year, was the co-winner of the 2010 Gordon Allport Intergroup Relations Prize awarded by the Society for the Psychological Study of Social Issues.

GRADUATE DISSERTATION FELLOWS

MAGDALENA BARRERA (2004-2005) received a 2011-2012 Career Enhancement Fellowship for Junior Faculty from the Woodrow Wilson National Fellowship Foundation. The fellowship is for former Mellon Minority Undergraduate Fellows (MMUF, now known as the Mellon-Mays Undergraduate Fellows) who are in their third year of a tenure-track appointment. The award provides a fourth-year sabbatical and the mentorship of a senior faculty member in the recipient's field.

RAÚL CORONADO (2002-2003) is an Assistant Professor of English with a courtesy appointment in Romance Languages and Literatures at the University of Chicago. He received a Ford Foundation Postdoctoral fellowship and the Bill and Rita Clements Fellowship for the Study of Southwestern America at Southern Methodist University. His book, *A World Not to Come: Nineteenth-century Latino Intellectual History and the Disenchantment of the World*, will be published by Harvard University Press in 2012.

LORI FLORES (2009-2010) received a Consortium for Faculty Diversity (CFD) postdoctoral position at Bowdoin College in Brunswick, Maine for the 2011-12 academic year. She will teach courses in the History, Latin American Studies, and Gender and Women's Studies departments.

Mellon's First People Manuscript Workshop preceding the Native American and Indigenous Studies Association's annual conference, in which she will workshop her manuscript, "Mark My Words," with the University of Minnesota Press and other participating presses.

EMILY RYO (2009-2010) will be a Research Fellow in the Center on Law and Society at the Stanford Law School in 2011-2012.

HELLE RYTKØNEN (2001-2002) is a Lecturer in the Program in Writing and Rhetoric at Stanford University, where she teaches classes in humor, race, class and gender. She is currently working on a project retracing the steps of a refugee family who initially travelled through a rapidly reconfiguring Europe during the fall of the Berlin Wall.

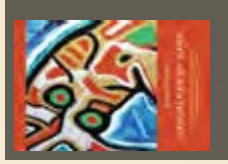


CHRIS SCOTT (2003-2004) is an Assistant Professor in the Department of Asian Languages and Cultures at Macalester College. He recently published a translation of former Stanford professor Ian Hideo Levy's (penname Levy Hideo) *A Room Where the Star Spangled Banner Cannot Be Heard: A Novel in Three Parts* (Columbia University Press, 2011). This is the first novel written in Japanese by a Western author. From 2011 to 2012, he will be in Tokyo on a Japan Foundation research fellowship to work on a project titled "Japanese Literature Beyond Japan: The Geopolitics of 'Japanese-Language Literature' (Nihongo bungaku)."

RACHEL ST. JOHN (2004-2005) just finished a year on leave in Princeton, New Jersey, and returns this fall to Harvard University, where she is an Associate Professor in the History Department. During her leave, she was a member of the School of Historical Studies at the Institute for Advanced Study in the fall of 2010 and a fellow at the Shelby Cullom Davis Center for Historical Studies in the spring of 2011. Her book, *Line in the Sand: A History of the Western U.S.-Mexico Border*, will be published

North America."

CHERISE SMITH (2002-2003) was promoted to Associate Professor with tenure in the Department of Art and Art History at the University of Austin. Her book, *Enacting Others: Politics of Identity in Eleanor Antin, Nikki S. Lee, Piper, and Anna Deavere Smith*, was published by Duke University Press in 2011.



MIRIAM TICKTIN (2002) is an Assistant Professor of Anthropology at the University of California, San Diego. She has a book titled *Casualties of Care: Immigration and the Politics of Humanitarian Care* forthcoming in July 2012 from the University of California Press. Her co-edited volume, *In the Name of Humanity: Government of Threat and Care*, came out in November 2010 from Duke University Press.

CSRE TEACHING FELLOWS

SHANA BERNSTEIN (2001-2002) published a book titled *Building Bridges at Home: Intercultural Civil Rights Activism in Twentieth-Century Los Angeles* (Oxford University Press, 2010). She began as a fellow at CCSRE. She is currently an Associate Professor of History at the University of California, San Diego.

MARK BRILLIANT (2001-2002) published a book titled *The Color of America Has Changed: Racial Diversity Shaped Civil Rights Reform in California, 1941-1978* (Oxford University Press, 2010), which is based on the dissertation he wrote with support from CCSRE. In January 2011, he gave a talk based on his book research at the Faculty Seminar Series of the Research Institute at CCSRE. In April his book received an Honorable Mention from the Organ

with profession students at The University of San Antonio, an emerging research institution dedicated to serving the needs of the population in south Texas. She says that the greatest reward of her job is knowing that [as] been able to play a small supporting role in [her] students' quests toward entering professional programs and providing passionate, culturally competent health care services in need." This fall, Nicole will begin her doctoral studies in Educational Leadership Policy Studies at the University of Texas, San Antonio.

SO F 2007

OLAS CHENG (B.A. 2007) is in China studying for the Dandelion School for Migrant and the Rural Education Action Project. In fall of 2012, he will enter Harvard's Kennedy School of Government to pursue a Master's degree in Public Policy.

SO F 2008

O RIVERA (B.A., CSRE) spent two years as a type crisis advocate and educator, but this fall is starting a Ph.D. program in Performance Studies at UC Berkeley. Takeo is the author of *Barbarian*, a choreopoem exploring themes of the intersection of masculinity and homophobia, which he will be performing while taking a CSRE course with Cherrie and Alex. *Goliath* was restaged and featured in the Planet Connections Theatre Festivity from March through June 18 in New York City at the Albert Moss Theater and was produced by The Theater Productions and directed by Alex Rivera.

EL VERON (B.A., CSRE) spent the last two years working at the Asian Pacific Environmental Network (APEN) as a grassroots organizer. She writes that she "greatly enjoyed the experience, learning a lot about the environmental issues that the API community faces in California, as well as what we all face with climate change." In fall, she will start a Master's degree program in Environmental Policy Studies at Colorado State University.

SO F 2009

Asian Pacific American Alumni Club (SAPAAC) and helped advocate for increased funding for Stanford's community centers as well as organizing events exploring Asian American history at Stanford. This fall she will pursue a law degree at Yale Law School.

CLASS OF 2010

ERIKA CHASE (B.A., CSRE) is working in Hoopa as an Advisor-Mentor for the Hoopa Tribal Education Association's newly established College Success Program. She helps American Indian high school students explore and experience college so that the transition will be seamless upon their graduation from Hoopa Valley High School (where she went to school!). This fall, Erika will attend the University of Victoria in Vancouver Island, British Columbia to pursue a Master's degree of Indigenous Governance in their School of Human and Social Development.

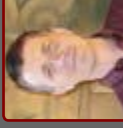
ARIA FLORANT (B.A., CSRE) just finished up her Stanford Public Interest Network (SPIN) fellowship and has started a new full time job at the Mural Music and Arts Project as Programs Coordinator. She writes that she "loves working with MMAP youth, especially in the Teen Mural Program and Graffiti Arts Program, and is inspired every day by their perceptions and perspectives on the world as well as their own community as expressed through their art." Aria continues to live in East Palo Alto with Michaela Raikes ('10). She works part time as a College Bound Coordinator at the EPA Boys and Girls Club, runs dances, sings, eats, drinks, loves and appreciates her life as much as she can.

LUKE TAYLOR (B.A., CSRE) coordinates the social justice initiative at the Pachamama Alliance and is producing art with Katharine Hawthorne ('10) and Nicole Bonsol ('06).

HENRY TSAI (B.A., CSRE) recently left Bain & Company to join Astrid, a San Francisco startup that aims to redefine the "to do" list. In his role as Director of User Experience and Customer Development, Henry works on the growing user base. When he's not helping people to be more



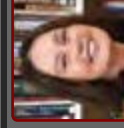
Al Camarillo Special Assistant to the Provost for Faculty Development Initiative and Professor of History, Leon Sloss Jr. Memorial Professor



James T. Campbell Director of the Research Institute of Comparative Studies in Race and Ethnicity (RICESRE), Edgar E. Robinson Professor in United States History



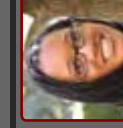
Sarah Gamino Student Services Coordinator



Teresa LaFromboise Chair of Native American Studies and Professor of Education



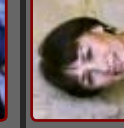
Heidi M. López Finance Assistant and Fellowship Coordinator



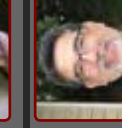
Tania D. Mitchell, Ed.D., Associate Director for Undergraduate Studies and Director of Service Learning



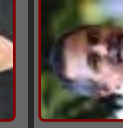
David Palumbo-Liu Chair of Asian American Studies, Professor of Comparative Literature and (by courtesy) English and Chair of Comparative Literature



Chris Queen Center Manager



José David Saldívar Undergraduate Program Director and Chair of Comparative Studies in Race and Ethnicity, Professor of Comparative Literature



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



For a complete list of fellows, visit <http://www.ccsre-afllia.org>

Center for Comparative Studies in Race and Ethnicity (CREAL)

<http://ccsre-afllia.org>

Program (AAAS)

<http://www.ccsre-afllia.org>

Institute of Ethnicity

<http://ccsre-afllia.org>

Institute (ISIM)

<http://ccsre-afllia.org>

Martin I. Institute

<http://milk-institute.org>

Stanford (SCOPE)

<http://edpc.stanford.edu>



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Vicki Ruiz

Dean, School of Humanities; Professor of History and Chicano/Latino Studies, University of California, Irvine

History

- Al Camarillo
- James T. Campbell
- Clayborne Carson
- Gordon Chang



VALERIE SMITH

Woodrow Wilson Professor of Literature, Professor of English and African American Studies, Princeton University

Art and Art History

- Barbaro Martinez-Ruiz
- Bryan Wolf



LEE A. STOREY

Partner, Ballard Spahr LLP

Center for African Studies

- Joel Samoff



SCOTT TAYLOR

Executive Vice President, General Counsel & Secretary, Symantec Corporation

Communication

- James S. Fishkin
- Shanto Iyengar
- Jon A. Krosnick

Comparative Literature

- David Palumbo-Liu
- José David Saldivar



FRANK VIGIL*

CEO, Renewable Energy Savvy

Drama

- Raymond P. McDermott
- Debra Meyerson
- Amado Padilla
- Guadalupe Valdés
- Christine Min Wotipka

Linguistics

- Penny Eckert
- John Rickford

(Retired), U.S.
nan Services

Music

- Stephen Sano
- Linda Uyechi



AUGUSTUS WHITE III

Professor of Medical Education and Professor of Orthopaedic Surgery, Harvard Medical School

Economics

- Caroline M. Hoxby

Philosophy

- Debra Satz

School of English

Political Science

- Michele Elam
- Shelley Fisher Fishkin
- Gavin Jones
- Andrea Lunsford
- Saikat Majumdar

Anthropology

- Melissa Brown
- Paula Ebron

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