



**CENTER FOR  
COMPARATIVE  
STUDIES  
IN RACE &  
ETHNICITY**

**ANNUAL REPORT 2017-2018  
STANFORD UNIVERSITY**

# CENTER FOR COMPARATIVE STUDIES IN RACE & ETHNICITY

ANNUAL REPORT 2017-2018  
STANFORD UNIVERSITY

“EVERY MOMENT IS AN  
ORGANIZING OPPORTUNITY,  
EVERY PERSON A POTENTIAL  
ACTIVIST, EVERY MINUTE A  
CHANCE TO CHANGE THE WORLD.”  
-DOLORES HUERTA

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# DIRECTOR'S WELCOME



Welcome to Stanford's Center for Comparative Studies in Race and Ethnicity. For more than twenty years, the Center has been Stanford's place to debate, discuss and develop questions about race, equity and justice. Interdisciplinarity and intersectionality are at the heart of our mission. We believe that multiple lenses are needed to reveal the complex dynamics of racism, difference, power and knowledge. At CCSRE we understand that race and ethnicity affect every idea and interaction -- that each invocation of key words such as citizenship, gender,

sexuality, health, technology, law, literature, policing, economics, social media, or housing encodes race, gender and ethnicity. All of us at the Center work to foster meaningful dialogue about the myriad ways that race and ethnicity are part of our lived experience and theoretical ideas. More importantly, we look to improve race relations on campus in conjunction with our partners in other departments, in our community engaged learning classes, in the region and well beyond the University. We hope that you will join us for our many exciting classes, lectures, workshops and events which focus on dismantling hierarchies of race and ethnicity and mobilizing knowledge in the creation of a more just and equitable world.

We believe that our mission is an urgent one in our era of competing nationalisms, technological change, mass incarceration, unprecedented population shifts and growing economic disparity.

**Jennifer DeVere Brody -  
Faculty Director and  
Professor of Theater &  
Performance Studies**

# MISSION

**TO FOSTER EVIDENCE-BASED  
RESEARCH AND TEACHING THAT  
ADVANCES THE COMPARATIVE  
UNDERSTANDING OF RACE AND  
PROMOTES RACIAL JUSTICE.**

## CCSRE WELCOMES NEW STAFF



**MARSHA CHALLONER**  
Center  
Manager



**RIGOBERTO MARQU EZ, PHD**  
Associate Director of  
Academic Programs  
and Community  
Engaged Learning



**BRIDGET ALGEE-HEWITT, PHD**  
Senior  
Research  
Scientist

## FACULTY DEVELOPMENT INITIATIVE

The Faculty Development Initiative (FDI) began in 2008 as a partnership between CCSRE and the Office of the Provost to recruit leading scholars of race and ethnicity in any field. Since 2016, the following faculty have been hired.



**SARAH DERBEW**  
Assistant Professor  
of Classics



**HAKEEM J. JEFFERSON**  
Assistant Professor  
of Political Science



**ASAD L. ASAD**  
Assistant Professor  
of Sociology



**FORREST STUART**  
Associate Professor  
of Sociology



**MATTHEW CLAIR**  
Assistant Professor  
of Sociology



**STEVEN O. ROBERTS**  
Assistant Professor  
of Psychology



**SAMER AL-SABER**  
Assistant Professor of Theater  
and Performance Studies

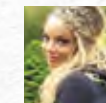


**JACKELYN HWANG**  
Assistant Professor  
of Sociology

## VISITING SCHOLARS AND POSTDOCTORAL FELLOWS



**LONG LE-KHAC**  
Assistant Professor of English -  
Washington University



**M LANIE LAMOTTE**  
Mellon Postdoctoral  
Fellow in CCSRE  
and History



**YUKI IMOTO**  
Assistant Professor of Liberal Arts  
and Foreign Language Education -  
Keio University, Tokyo, Japan



**ALAINA MORGAN**  
Postdoctoral Fellow in  
Islam in North America



**MARCIA OCHOA**  
Associate Professor of  
Feminist Studies - University  
of California, Santa Cruz



**JAMELE WATKINS**  
Postdoctoral Fellow in  
German Studies

## 2017-2018 DIRECTORS AND STAFF



**JENNIFER DEVERE BRODY**  
Faculty Director of  
CCSRE



**TERESA LAFROMBOISE**  
Faculty Director  
of Native American  
Studies



**HEIDI L PEZ**  
Finance and Fellowships  
Coordinator



**PAULA MOYA**  
Faculty Director  
of the Research  
Institute of CCSRE



**ARI KELMAN**  
Faculty Director  
of Jewish Studies



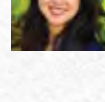
**JORDAN GRAY**  
Student Services  
Coordinator



**TOM S JIM NEZ**  
Faculty Director  
of Undergraduate  
Program and Interim  
Director of Asian  
American Studies



**C. MATTHEW SNIPP**  
Senior Vice  
Provost for Faculty  
Development and  
Diversity



**MIDORI YOSHIMURA**  
Digital Media  
Associate



**GUADALUPE VALDES**  
Faculty Director  
of Chicana/o-  
Latina/o Studies



**DANIEL MURRAY, PHD**  
Executive Director



**MARYAM HAMEDANI, PHD**  
RaceWorks Project  
Director

2017-2018  
BY THE NUMBERS

TOTAL  
AFFILIATED  
FACULTY:

130

TOTAL  
FDI  
FACULTY:

18

# HIGHLIGHTS



## ANNUAL ANNE & LOREN KIEVE DISTINGUISHED LECTURE | DOLORES HUERTA

In January, CCSRE was honored to host Dolores Huerta for the Annual Kieve Lecture. For decades, Ms. Huerta has been a leader in movements for workers' and women's rights, and was an honorary co-chair of the Women's March on Washington. Her work has been in alliance with the Chicano, Civil Rights, and LGBTQ movements. Ms. Huerta is now president of the Dolores Huerta Foundation, a grassroots organization, that "creates leadership opportunities

for community organizing, leadership development, civic engagement, and policy advocacy in the following priority areas: health & environment, education & youth development, and economic development." She spoke on the continued importance of unions and solidarity across movements. Her lifelong work continues to inspire generations of leaders.

## WHAT IS THE X IN LATINX?

In May, CCSRE and Chicana/o-Latina/o Studies hosted a conversation to better understand the 'x' in Latinx, a political identity that centers the lived experiences of queer, non-binary, gender non-conforming/creative and/or trans\* individuals. The forum brought together scholars of queer theory, Latinidad, cultural production, literature, education, art and activism, and featured a panel with professors Anita Tijerina Revilla (UNLV), Juana María Rodríguez (UC Berkeley) and Richard T. Rodríguez (UC Riverside), moderated by Rigoberto Marquéz.



## NATIONAL LEADERSHIP SUMMIT

In June, CCSRE hosted a national leadership summit, the first of its kind, attended by 17 faculty directors and staff from race studies centers across the country, including Yale, Brown, University of Chicago, USC, and four UC campuses. Participants shared approaches to supporting faculty scholarship on race, undergraduate teaching, funding graduate students and postdoctoral fellows, community partnerships, fundraising, alumni relations, and university collaborations. A subset of the invitees are now collaborating on new ventures.



## 3RD ANNUAL ENGAGED SCHOLARSHIP CONFERENCE: (RE)THINKING ENGAGED SCHOLARSHIP AND PARTICIPATORY CITIZENSHIP

In February, CCSRE, the Haas Center for Public Service and the Program in Writing & Rhetoric, brought together scholars, students, and advocates working in the areas of arts, human rights, Immigration, education, environmental sustainability. Participants shared innovative research collaborations and approaches to community engaged research and teaching.

Favianna Rodriguez, "Dolores, a Warrior for All Living Beings" (2018). Artwork commissioned by CCSRE.



ASIAN AMERICAN STUDIES  
 CHICANA/O-LATINA/O STUDIES  
 COMPARATIVE STUDIES  
 JEWISH STUDIES  
 NATIVE AMERICAN STUDIES

## UNDERGRADUATE PROGRAMS

The undergraduate programs of CCSRE educate students to be leaders and produce knowledge for race and justice.



**SAVANNAH PHAM (ASIAN AMERICAN STUDIES '17)**  
 “CSRE pushed me to learn more about and be involved in different communities.”



**DAVID ALBÁN HIDALGO (CSRE '17)**  
 “CSRE enabled me to continue asking hard questions about myself and the world.”



**JASMÍN ESPINOSA (CHICANA/O-LATINA/O STUDIES '17)**  
 “CSRE helped me to recognize opportunities to improve issues of race and ethnicity.”



## CSRE SUBPLANS

ENVIRONMENTAL JUSTICE  
 POLITICS, POLICY & EQUITY  
 TECHNOLOGY & MEDIA  
 HEALTH & WELLNESS

IDENTITY DIVERSITY AESTHETICS  
 RACE, GENDER & SEXUALITY  
 EDUCATION & INEQUALITY  
 RACE, SPACE & BELONGING

### 2017-2018 BY THE NUMBERS

COURSES OFFERED  
**200+**

STUDENTS GRADUATED

**34**

PHI BETA KAPPA

**4**

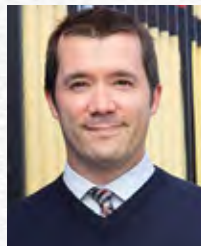
# RESEARCH INSTITUTE



**FACULTY DIRECTOR - PAULA MOYA**  
Danily C. and Laura Louise Bell Professor of the Humanities, Professor of English, Burton J. and Deedee McMurtry University Fellow in Undergraduate Education

## FACULTY RESEARCH FELLOWS (2017-2018)

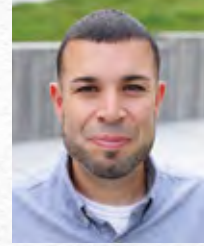
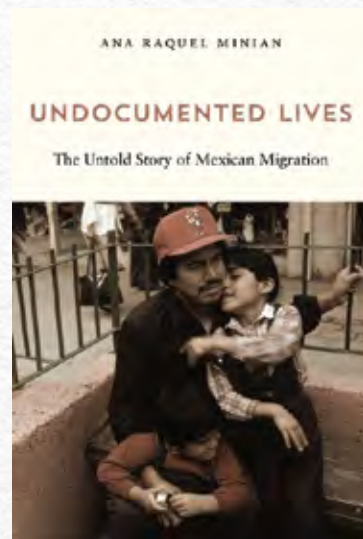
The Faculty Research Fellows Program features Stanford scholars who recently have published new research on race.



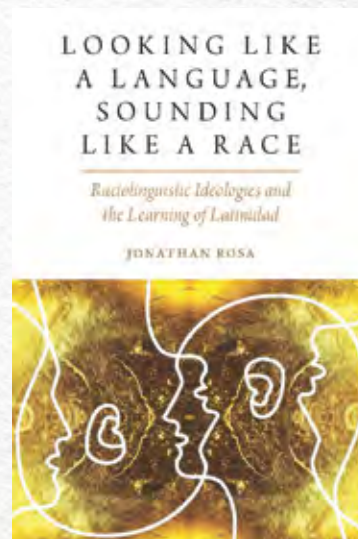
**TOM MULLANEY**  
Associate Professor of History



**ANA RAQUEL MINIAN**  
Associate Professor of History



**JONATHAN ROSA**  
Assistant Professor of Education, Anthropology and Linguistics (by courtesy)



## FACULTY SEMINAR SERIES

**Efrén Pérez (UCLA, Political Science)**  
E Pluribus Unum? Clarifying How Elites Discourage (Non-)Immigrants from a Political Ideal | October 11, 2017

**Willow Lung-Amam (University of Maryland, Architecture, Planning, and Preservation)**  
Trespassers?: Asian Americans and the Battle for Suburbia | November 15, 2017

**Guadalupe Valdés (Stanford, Education)**  
Language and Immigrant Integration in an Age of Mass Migration: Challenges to “Teaching” Destination Languages | November 29, 2017

**Grant Parker, Marci Kwon, Mélanie Lamott, Tomás Jiménez, Paula Moya**  
Race Talk Across the Disciplines: Stanford Scholars Examine the Semantics of a Troubled Term | January 17, 2018

**Antonio Puente (UNC Wilmington, Psychology)**  
Hispanics, Neuropsychology & the Death Penalty: An Interface Among Science, Law & Politics | February 7, 2018

**Sharad Goel (Stanford, Management Science & Engineering)**  
Law, Order & Algorithms | April 11, 2018

**Marcia Ochoa (UCSC, Gender Studies)**  
Ungrateful Citizenship: On Translatinas, Participation, and Belonging in the Absence of Recognition | May 2, 2018

## FACULTY RESEARCH NETWORKS

Faculty Research Networks are faculty-initiated and faculty-driven interdisciplinary research communities that bring together Stanford faculty and visiting scholars to develop individual and collaborative research on a theme that intersects with race and ethnicity.

### AFTERMATHS OF SLAVERY

What have been the long-term impacts of slavery after formal abolition? The network is comparative, incorporating Atlantic, Indian and Mediterranean worlds (among others), in ancient and modern periods, with an emphasis on Cape slavery in South Africa (1653-1834), a relatively neglected element within comparative slave studies.

#### Faculty Coordinators:

Grant Parker (Classics), James T. Campbell (History)



### EMANCIPATORY PERFORMANCE AND RACIAL FORMATION

How have race and ethnicity been imagined, performed, and (re)produced? Are progressive responses to racial formation possible and, if so, what shapes might they take? The network includes Stanford scholars studying race and ethnicity from a range of perspectives, including identity and identification, categorization and perception, and representation and performativity.

#### Faculty Coordinators:

Aliya Saperstein (Sociology), Michele Elam (English)



# FULL SPECTRUM

In 2017, CCSRE launched *Full Spectrum* on the online publishing platform, Medium. It features research insights from CCSRE scholars who address pressing social problems. The inaugural series included four pieces focused on immigration. Ana Minian's contribution is featured below.

## 'WE HAVE LOST SIGHT OF THE HUMANITY OF MIGRANTS'

ANA RAQUEL MINIAN



The Trump administration recently announced that it will criminally prosecute all those caught crossing the U.S. border illegally, in another move to increase immigration enforcement. As part of our inaugural Q&A series on immigration, Ana Raquel Minian, assistant professor of history and of comparative studies in race and ethnicity at Stanford, looks at the effects of another immigration enforcement tactic—fortifying the U.S.-Mexico border—and the untold story of Mexican migration.

### WHAT IS ONE OF THE BIGGEST MISCONCEPTIONS THAT PEOPLE HAVE ABOUT IMMIGRATION?

One significant misconception that persists is that the best way to decrease the number of migrants coming to the U.S. from Mexico is to fortify the U.S.-Mexico border. In fact, history tells us the opposite: Until 1986, the U.S.-Mexico border was fairly porous, which meant that Mexican migration was circular in nature as people would come and go between the two countries rather than settling in the United States. Migrants were primarily men, who left behind their wives, children and other family

members, came to the U.S., worked for short periods of time, and then returned home to be with their family members. When they needed to make more money, they would simply come to the U.S. again and repeat the cycle.

This pattern ended in 1986, when the U.S. Congress passed the Immigration Reform and Control Act (IRCA), which, among other things, fortified the U.S.-Mexico border. Migrants who were accustomed to coming and going found that to cross the border they now had to trek across much more hazardous terrains and pay much more to their smugglers. As a result, migrants realized that they could no longer engage in circular migration. Because they were already accustomed to living in the U.S., and because IRCA did nothing to improve the conditions in Mexico that were propelling their migration, migrants kept coming. But, rather than coming and going, they settled in the U.S. Before 1986, 86% of all migrants who came north eventually departed, but after IRCA passed most of them settled in the U.S. These newly-settled migrants also encouraged their wives and children to join them north of the border. IRCA thus

increased the number of migrants residing in the United States by encouraging previously circular migrants to settle north of the border and also by encouraging them to bring their family members.

### HOW DOES YOUR RESEARCH INTERSECT WITH ISSUES OF RACE?

Questions of migration were deeply intertwined with people's understandings of race. Until the 1960s, the most commonly used term to describe undocumented Mexicans was "wetback." This word characterized the people crossing the Rio Grande from Mexico to the U.S.—they would get their "backs wet." As the 1960s progressed and the civil rights movement developed, the term "wetback," a racial categorization of Mexicans that literally inscribed illegality onto migrants' bodies—onto their backs—ceased to be commonly used. People tried to proclaim that they were no longer racist, that they were characterizing migrants only in terms of their legal status.



So, rather than using "wetback," people started to use the term "illegal alien." But this new term simply became a proxy for the racial animus that people felt toward Mexicans. In fact, because Mexican Americans—U.S. citizens of Mexican descent—were often read as being "Mexican" they were regularly accused of being "illegal aliens."

Similarly, because phenotypes were associated with people's "race," the selection of people who got stopped at the U.S.-Mexico border was very much determined by how they looked. Many migrants who have phenotypes that seem more traditionally Anglo-Saxon remember that they could always cross the border without papers without problems, because they didn't get stopped. For example: There's a town in Zacatecas, Mexico, where most people have blue eyes and white skin. Even though they didn't have papers, they were rarely stopped at the border.

It's also worth noting that in the U.S., we generally think about Mexicans as being their own racial category. In Mexico, people often think of indigenous people as being racially different than mestizos—those who identify as being of mixed racial

backgrounds. Indigenous migrants living in the United States often face discrimination from native-born U.S. citizens because they are Mexicans and from mestizo migrants because they are indigenous.

### HOW CAN YOUR RESEARCH BE APPLIED TO THE WORLD TODAY?

My work demonstrates how the laws that currently exist regarding migration—laws that are considered to be a failure by both the left and the right of the political spectrum—came to be. These laws were defended in Congress using stereotypes rather than being based on accurate descriptions of migrants' everyday lives and connections. It is important not to repeat that mistake.

My research speaks to migrants' humanity, which is regularly overlooked in the midst of persistent stereotypes and narratives of Mexicans being "bad hombres." As a result of the rhetoric that exists around migrants—the way they're thought to abuse the welfare system, take jobs away from native-born Americans, and engage in criminal activities—many in the United States have lost a sense of migrants' humanity. My book speaks of migrants' everyday lives showing how they are people who work, who go home, who fall in love, who make mistakes, just like everybody else.

My work also shows how in the 1970s, migrants managed to organize themselves into organizations that achieved rights for undocumented workers against all odds. I hope that their stories inspire present migrant activists.

### IF YOU COULD HELP A POLITICAL REPRESENTATIVE OF YOUR CHOOSING UNDERSTAND ONE THING ABOUT IMMIGRATION, WHAT WOULD IT BE?

I'd encourage American politicians to think about how the issue of migration requires transnational solutions. People are not only arriving in the U.S., but they're also leaving their home countries. We need to find solutions that enable people to remain—and feel safe—in their countries of birth. The U.S. has often pursued policies that lead to the exact opposite. U.S. foreign investments have regularly left people with few options other than to migrate while U.S.-sponsored wars have further encouraged migration. For example, in the 1980s the U.S. was involved in the civil wars in Central America that created terror in the area and led thousands of people to go north.

When we're thinking about how to solve the problem of migration, we should not only think about what is happening in the U.S., but also about what is happening in people's home countries.



2017-2018  
BY THE NUMBERS

FELLOWSHIPS  
AWARDED

27

COURSES  
OFFERED

20

# COMMUNITY ENGAGED LEARNING



Students meet with custodial workers in the new community-engaged learning course English Language Learner Tutoring

Community Engaged Learning continues to be a core aspect of the Center's undergraduate program. In nearly 20 courses throughout the year, students work with community partners to deepen their learning and make concrete impacts on racial justice issues in the community. Students can extend their experience with one of nearly 20 summer internships such as the Center's Praxis or Community-Based Research Fellowships.



Student surveys residents on housing affordability as part of the Praxis Fellowship

## PRAXIS FELLOWSHIP IN COMMUNITY ENGAGEMENT, ADVOCACY AND SOCIAL CHANGE

Launched in 2016, the Praxis Fellowship combines two quarters of classroom learning (*Solidarity and Racial Justice and Student and Community Organizing for Social Change*) with a full-time summer internship with a local advocacy organization. The fellowship is funded in part through a generation grant from the UPS Foundation.



A student collaborated with Centro Legal de la Raza in Oakland, California to support their youth law academy summer program, creating a digital counterstorytelling project on the ways Latina/o(x) youth understand their lived experiences in relation to education policies.

## COMMUNITY- BASED RESEARCH FELLOWSHIP

In the CBR Fellowship, students develop a research project in partnership with a community organization during the spring quarter, then execute it as a full-time intern with the organization during the summer.

# GRADUATE FELLOWS

CCSRE supports graduate student teaching and research through three fellowship programs, for both incoming and advanced PhD students. These fellows form a vibrant community of emerging scholars of race and ethnicity. All CCSRE graduate student fellows participate in a monthly workshop to share research, engage with faculty, and develop comparative and interdisciplinary perspectives on the study of race and ethnicity.



## TEACHING FELLOWS (L to R)

**Rachel Hill (History)**

Course: *Histories of Race in Science and Medicine at Home and Abroad*

**Takuya Sawaoka (Psychology)**

Course: *Honors Thesis Colloquium*

**Lucy Zhang Bencharit (Psychology)**

Course: *Navigating a Multicultural World: Practical recommendations for individuals, groups, & institutions*



## GRADUATE FELLOWS

(L to R)

**Elisa Kim (Sociology)**

**Alice Wang (Political Science)**

**Zion Mengesha (Linguistics)**

**Camilla Griffiths (Psychology)**

**Jameelah Morris (Anthropology)**

**Not Pictured: Aala Abdelgadir (Political Science)**



## DISSERTATION FELLOWS

(L to R)

**Itay Ravid (Law)**

Course: *Judging by the Cover: Media Effects on Racial Disparities in Criminal Sentencing*

**Nick Camp (Psychology)**

Course: *Black and White Meets Blue: Race and the Social Psychology of Police Encounters*

**Not Pictured: Anthony Emmanuel Medina (Anthropology)**

Course: *Hay Que Tener Gandinga: Masculinity, Race, and Street Life Under a New Cuban Socialism*

# ALUMNI UPDATES

CCSRE Alumni apply a racial equity lens to a range of fields including law, medicine, technology, government, arts, business, and education.



**JENNIFER TAYLOR**  
(CSRE '06)  
Senior Attorney -  
Equal Justice Initiative

"I am a senior attorney at the Equal Justice Initiative, a nonprofit law office in Montgomery, Alabama. I came to college hungry for knowledge and a vocabulary to talk about institutional inequality and race, in ways that explained the modern-day issues I saw in my life and in the world around me. The flexibility of the program allowed me to explore a variety of topics in seminar courses and engage in interactive research and study that built up my awareness and confidence in ways that are still with me."

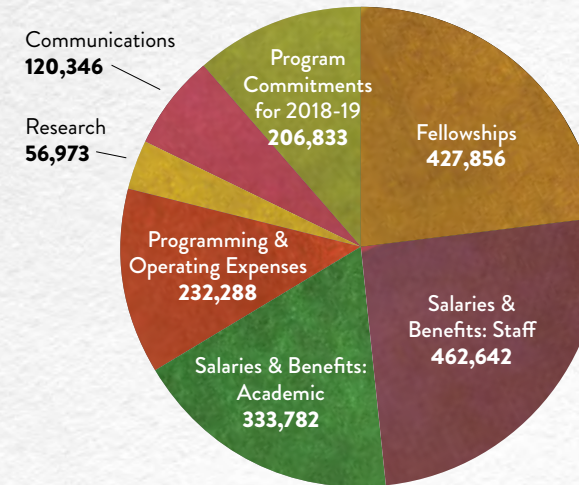


**HENRY TSAI**  
(CSRE '10)  
Civic Engagement and  
Election Integrity -  
Facebook

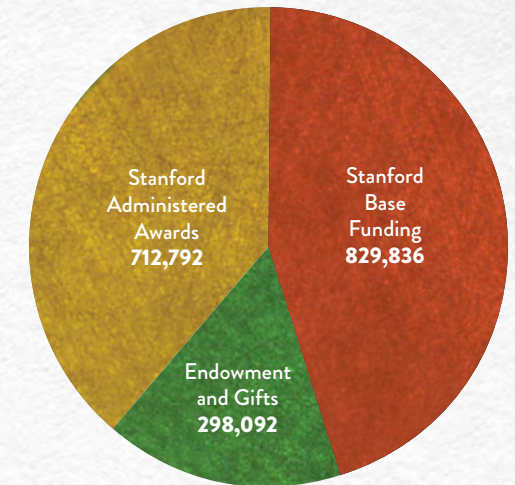
"I recently joined the civic engagement and election integrity team at Facebook. Prior to this, I spent a year as a tech and innovation policy advisor in San Jose Mayor Sam Liccardo's Office, where I led projects like working with Airbnb to register residents to be volunteer hosts for the next natural disaster and with Box to make city council meeting videos more searchable with artificial intelligence. In a time when so much feels at stake, I feel incredibly grateful to have found these high impact, socially-oriented technology roles."

# FINANCIAL DATA

## EXPENDITURE TOTAL 1,840,720



## FUNDING TOTAL 1,840,720



# GIVING AND SUPPORT

The Center for Comparative Studies in Race and Ethnicity appreciates the support of all individual donors who have made gifts in 2017-2018.

### NAMED GIFTS

- Adrian and Monica Arima Family Fund
- Ina Coleman Gift for CCSRE
- Anne and Loren Kieve Distinguished Speaker Fund
- Jeff and Tricia Raikes Fund for CCSRE

### OPPORTUNITIES

CCSRE will celebrate its **25th Anniversary** in 2021. We have developed an ambitious plan to increase the impact of the Center at Stanford and beyond - especially through **public scholarship, student internships and policy research.**

For more information on giving opportunities, please contact Executive Director, Daniel Murray (ddmurray@stanford.edu). Information is also available on the CCSRE website: [ccsre.stanford.edu/about/giving](https://ccsre.stanford.edu/about/giving)



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CCSRE.STANFORD.EDU**