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
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 nationalism, technological change, mass incarceration, unprecedented population shifts and growing economic disparity.

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

- MARSHA CHALLONER, PhD - Assistant Professor of Classics
- BRIDGET ALGEE-HEWITT, PhD - Senior Research Scientist
- SARAH DERBREW - 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
- JACQUELYN HWANG - Assistant Professor of Sociology
- MÉLANIE LAMOTTE - Mellon Postdoctoral Fellow in CCSRE and History
- ALAINA MORGAN - Postdoctoral Fellow in Islam in North America
- JAMELE WATKINS - Postdoctoral Fellow in German Studies
- MARYAM HAMEDANI, PhD - RaceWorks Project Director
- LONI LEKHAC - Assistant Professor of English - Washington University
- YUKI IMOTO - Assistant Professor of Liberal Arts and Foreign Language Education - Kansai University, Tokyo, Japan
- MARCIA OCHOA - Associate Professor of Feminist Studies - University of California, Santa Cruz
- LONG LE-KHAC - Assistant Professor of English - Washington University
- HEIDI LÓPEZ - Finance and Fellowships Coordinator
- JORDAN GRAY - Student Services Coordinator
- MIDORI YOSHIMURA - Digital Media Associate
- EVANGELINE HOWARD - Events Coordinator
- TERESA LAFROMBOISE - Faculty Director of Native American Studies
- ARI KELMAN - Faculty Director of Jewish Studies
- C. MATTHEW SNIPP - Senior Vice Provost for Faculty Development and Diversity
- GUADALUPE VALDES - Faculty Director of Chicana/o-Latina/o Studies
- DANIEL MURRAY, PhD - Executive Director
- HEIDI LÓPEZ - Finance and Fellowships Coordinator
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- 2017-2018 DIRECTORS AND STAFF

- JENNIFER DEVERE BRODY - Faculty Director of CCSRE
- PAULA MOYA - Faculty Director of the Research Institute of CCSRE
- TOMÁS JIMÉNEZ - Faculty Director of Undergraduate Program and Interim Director of Asian American Studies
- GUADALUPE VALDES - Faculty Director of Chicana/o-Latina/o Studies
- RIGOBERTO MARQUÉZ, PHD - Associate Director of Academic Programs and Community Engaged Learning
- BRIDGET ALGEE-HEWITT, PHD - Senior Research Scientist

CCSRE WELCOMES NEW STAFF

- MARSHA CHALLONER - Center Manager
- RIGOBERTO MARQUÉZ, PHD - Associate Director of Academic Programs and Community Engaged Learning
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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 Chicano/Latino/a 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.
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.”

JASMIN ESPINOSA (CHICANA/O-LATINA/O STUDIES ’17)
“CSRE helped me to recognize opportunities to improve issues of race and ethnicity.”
RESEARCH INSTITUTE

FACULTY RESEARCH FELLOWS (2017-2018)
The Faculty Research Fellows Program features Stanford scholars who recently have published new research on race.

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

TOM MULLANEY
Associate Professor of History

ANA RAQUEL MINIAN
Associate Professor of History

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

RESEARCH INSTITUTE

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)

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 Suburbs | 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, Paule Maya
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

Maria Ochoa (UCSC, Gender Studies)
Ungrateful Citizenship: On Translation, Participation, and Belonging in the Absence of Recognition | May 2, 2018
‘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 problem that they were no longer racists, 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 have papers, they were rarely stopped at the border. 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 the border and also by encouraging them to bring their family members.

HOW CAN YOUR RESEARCH BE APPLIED TO THE WORLD TODAY?

My research speaks to migrants’ humanity, which is regularly overlooked in the midst of persistent stereotypes and narratives of Mexicans being “bad hommes.” 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.
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.

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 Latinx(a) 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.

Students surveys residents on housing affordability as part of the Praxis Fellowship.

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 Latinx(a) youth understand their lived experiences in relation to education policies.

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.

COMMUNITY ENGAGED LEARNING 2017-2018

FELLOWSHIPS AWARDED

2017-2018 BY THE NUMBERS

27 FELLOWSHIPS AWARDED

20 COURSES OFFERED

GRADUATE FELLOWS

TEACHING FELLOWS

Rachel Hill (History)
Course: Histories of Race in Science and Medicine at Home and Abroad
Takuya Sawaoka (Psychology)
Course: Honors Thesis Colloquium
Lucy Zhang Bennet (Psychology)
Course: Navigating a Multicultural World: Practical recommendations for individuals, groups, & institutions

DISSERTATION FELLOWS

Itay Revid (Law)
Judging by the Cover: Media Effects on Racial Disparities in Criminal Sentencing
Nick Camp (Psychology)
Black and White Meets Blue: Race and the Social Psychology of Police Encounters
Not Pictured: Anthony Emmanuel Medina (Anthropology)
Hey Que Tener Gandinga: Masculinity, Race, and Street Life Under a New Cuban Socialism

GRADUATE FELLOWS

Elisa Kim (Sociology)
Alice Wang (Political Science)
Zion Mengestu (Linguistics)
Camilla Giffiths (Psychology)
Jamesah Morris (Anthropology)
Not Pictured: Aala Abdelgadir (Political Science)
ALUMNI UPDATES

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

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

“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.”

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

“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

Research $5,973

Communications 120,346

Program Commitments for 2018-19 206,833

Fellowships 427,856

Salaries & Benefits: Academic 333,782

Salaries & Benefits: Staff 462,642

Programming & Operating Expenses 232,238

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 Troia Rakes 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