

Urban Studies at Stanford University

Community Organization, Urban Education, Urban Planning and Design, and Self-Designed

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Message from the Director Professor Nancy Tuma

Let's reflect first on the larger context of Stanford's Program on Urban Studies. As the twenty-first century begins, the world's urban population totals approximately 3 billion people, almost half of the people in the world. By contrast, in 1950 the world's entire population was under 3 billion, and less than 30 percent lived in urban places. The United Nations estimates that by 2030 the world's urban population will rise to 5 billion and the rural population slightly decline, so that 60 percent of the world's people will live in urban places. In historical perspective, the world has grown markedly and become amazingly urban in a short period of time. In the next 25 years, both urban and total population growth are expected to occur mainly in Africa, Asia, and Latin America; the populations of the United States and the rest of the present-day developed world are likely to change relatively little in size, though immigration may alter their ethnic make-up. Since the world is increasingly interconnected, it is crucial to understand urban development, urban life, and the consequences of overall urbanization in the world.

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Urbanization's benefits are manifold. The tremendous expansion of scientific knowledge and technological improvements happen almost solely in the fertile ground of major urbanized areas, such as Silicon Valley. But the negative consequences are equally evident. Myriad social problems are linked with migration to big cities from rural and less economically developed areas.



Cities are the primary place where different cultures clash, sometimes violently. Political conflicts within societies are typically centered in urban areas. Cities are targets of terrorists, and warfare within cities, which is particularly dangerous and difficult, has become more common. Diseases, such as AIDS and SARS, spread more rapidly in densely populated places.

Stanford's Program on Urban Studies needs to meet the challenge of preparing students to understand and deal with urban growth and urban changes in the world and in society. It is a strong and popular program that draws together knowledge and skills honed in many disciplines: anthropology, art, business, economics, education, environmental studies, geology, history, international studies, linguistics, political science, sociology, and various aspects of engineering. Although the Urban Studies program is a good one, it can be even better. Even if it were perfect, the Program cannot hold still in a rapidly changing world environment.

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Urban Studies Faculty

Director: Nancy Brandon Tuma
(Sociology, Hoover Institution)

Associate Director: Michael Kahan

Executive Committee:

Albert Camarillo (History)

Milbrey McLaughlin (Education)

Roger Noll (Economics)

Jeff Wachtel (President's Office)

Affiliated Faculty:

Scott Bukatman (Art and Art
History)

Albert Camarillo (History)

Samuel Chiu (Management Science
and Engineering)

Richard Ford (Law)

Luis Fraga (Political Science)

Steven Gorelick (Geological and
Environmental Sciences)

Miyako Inoue (Cultural and Social
Anthropology)

Sarah Jain (Cultural and Social
Anthropology)

Monica McDermott (Sociology)

Raymond McDermott (Education)

Daniel McFarland (Education)

Milbrey McLaughlin (Education)

Roger Noll (Economics)

Leonard Ortolano (Civil and
Environmental Engineering)

Michael Rosenfeld (Sociology)

Lúcia Sá (Spanish and Portuguese)

Rebecca Sandefur (Sociology)

Karen Seto (Institute for
International Studies)

Jennifer Trimble (Classics)

Paul Turner (Art and Art History)

Barbara Voss (Cultural and Social
Anthropology)

An Emerging Profession: Social Entrepreneurship

Urban Studies Pioneers New Curriculum

It is hard to deny that social needs around the world are increasing – the need for better education, healthcare, employment, housing and food. At the same time, the traditional funding to address these needs is decreasing - in particular, the funding from governments, international organizations, foundations and nonprofits. This increase in social needs and decrease in resources to address these needs is causing an alarming division among the world's 'haves' and 'have nots.' So what is Stanford University doing to better understand, tackle and reverse this trend?

Enter social entrepreneurship - the practice of applying business principles to social problems. Social entrepreneurs seek to develop innovative solutions that "break the cycle" of a specific social problem, ultimately creating long-lasting, systemic change. Such solutions have significant,

far-reaching impact on society while often generating revenue.

One homegrown example is Ignite Innovations. Ignite was conceived in a Stanford classroom to tackle the lack of adequate and affordable lighting in underserved areas of developing countries. Through the Social Entrepreneurship Start-Up class taught by Bill Behrman through the School of Engineering and the Graduate School of Business, students teamed up to design a low-cost, long-lasting "healthy" LED light to replace current lighting sources such as kerosene lamps. Ignite lights have the potential to vastly improve health conditions (inhaling fumes from one kerosene lamp is equivalent to smoking 10 packs of cigarettes per day) and eyesight (through increased lighting). Ignite's model is to sell its product at an affordable price so that a portion of

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Minor in Urban Studies, Social Innovation Track

Students taking the Social Innovation option for the Urban Studies minor take three Urban Studies core courses:

- Urban Studies 110 (Introduction to Urban Studies);
- A course on urban politics;
- A course on urban anthropology or sociology.

They also complete the following four courses in Social Innovation:

- A) URBANST 121. Introduction to Civil Society and the Nonprofit Sector, or URBANST 122. Philanthropy: Effecting Social Change and Innovation in the Public Sector
- B) URBANST 163B. Business Concepts and Skills for the Social Sector

C) PUBLPOL 180. Social Innovation, or URBANST 163C. Introduction to Social Entrepreneurship

D) ENGR 150. Social Entrepreneurship Startup (must be taken for 4 or 5 units for the minor) or

PUBLPOL 181L. Environmental Entrepreneurship Lab (must be taken for 4 or 5 units for the minor), or

URBANST 163L. Social Entrepreneurship Collaboratory (must be taken for 4 or 5 units for the minor)

For more details on the Urban Studies minor in Social Innovation, please contact Melanie Edwards at Melanie.Edwards@stanford.edu, or urbanstudies@stanford.edu.

Introduction to Urban Studies Shows Increased Enrollment

The Introduction to Urban Studies course is becoming increasingly popular among Stanford students, drawing such a large crowd last year that the course's growth was the subject of a front-page article in the Stanford Daily. The course, Urban Studies 110, has been required of Urban Studies majors since the creation of the major in 1985. Recently, however, the class has more than doubled in size, going from an enrollment of 46 students in the fall of 1998 to 97 in the fall of 2003. Urban Studies lecturer Fred Stout told the Daily that he was "taken aback" by the size of the class last fall.

The growth in the class may help to explain the growth in the Urban Studies program as a whole. The graduating class in Urban Studies has grown from 19 in 2000 to 33 in 2003. The architecture and urban planning tracks have both shown growth during that period, and a new option in Urban Education has also proven increasingly popular.

While the growth in the introductory course demonstrates an encouraging enthusiasm for urban studies among Stanford undergraduates, the increased enrollments also have had some drawbacks. Stout said that it was difficult to "establish an individual relationship" with each student in a class so large. In 2004-2005 the course will be taught in winter and spring as well as autumn quarters, in an attempt to spread the enrollment out and provide students with a greater degree of individual attention. Stout will teach the fall and winter courses, and Urban Studies Associate Director Michael Kahan will teach the course in the spring. So far, the effort to share the burden seems to be working: this fall the enrollment was down from 97 to 48. ■

New Urban Studies Courses for 2004-2005

Check out the following new course listings for Urban Studies! As indicated below, some of these courses have been offered before under other numbers, departments or schools; others are being offered for the first time this year. For descriptions and further details, please consult the Stanford Bulletin.

URBANST 121. **Introduction to Civil Society and the Nonprofit Sector** (same as PUBPOL 189). 2-4 units, Spr (Sievers)

URBANST 122. **Philanthropy: Effecting Social Change and Innovation in the Public Sector**. 4 units, Aut (Arrillaga)

URBANST 123. **Introduction to Community-Based Research** (Brand-new course!). 1 unit, Aut (Schmidt-Posner)

URBANST 124. **Sustainable Urban and Regional Transportation Planning** (Brand-new course!). 5 units, Aut (Kott)

URBANST 144. **Dilemmas in Urban Education** (Brand-new course!). 5 units, Win (Scarloss)

URBANST 145. **Urban Education** (same as EDUC 212X). 3-4 units, Spr (McDermott)

URBANST 146. **Race, Community, and Urban Sociology** (Brand-new course!). 5 units, Aut (Thompson)

URBANST 150. **Social Entrepreneurship Startup** (was URBANST 45Q). 1-6 units, Aut, Win, Spr (Behrman)

URBANST 163H. **The Social Science of Entrepreneurship** (Brand-new course! Same as Soc 161/261). 5 units, Spr (Thornton)

URBANST 163M. **Advanced Social Entrepreneurship Collaboratory** (Brand-new course!). 1-5 units, Aut, Win, Spr (Staff)

URBANST 165. **Social Innovation** (Brand-new course! Same as PUBPOL 180). 4 units, Spr (Phills)

URBANST 157V. **Beijing: The City and its Significance in History and Tradition** (Brand-new course! Same as CHINGEN 157B). 3 units, Aut (Dien)

URBANST 158V. **Beijing: The Emperor's City: Imperial Conceptions of Urban Space** (Brand-new course! Same as HISTORY 291V). 5 units, Spr (Kahn)

URBANST 183U. **Materials and Machines for Architecture: The Renaissance from Brunelleschi to Michelangelo** (Brand-new course!). 4 units, Aut (Lamberini)

An Emerging Profession

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its proceeds offset its operational costs. As a result, Ignite does not depend solely upon 'handouts' from foundations, governments or international organizations, and can use its generated revenue to expand and reach more people.

Social Entrepreneurship courses such as this are rapidly growing in popularity at Stanford. Enrollment has increased 40 percent per year on average over the past four years. Stanford student interest in interning or working for non-governmental organizations and at private and corporate foundations has also increased as Stanford prepares students to act on social issues in this problem-solving approach where theory meets practice.

Given this surge in interest, the Program on Urban Studies has created a minor track in Social Innovation. In collaboration with various departments, programs, and schools such as Public Policy, Engineering, Sociology and the Graduate School of Business, Stanford's Social Innovation students are now on the forefront of a cutting-edge profession. No doubt they will be among the world's leading "changemakers" because of it. If we take some of the world's most daunting social concerns and wrap the minds, passion and commitment of a Stanford student team around them, chances are that the world will end up a better place. ■

Faculty Profile

Monica McDermott, Sociology



I grew up in Mauldin, South Carolina, just outside of Greenville, and don't really recall a specific career aspiration once I realized being a professional softball player was out of the question. I was mainly focused on getting out of South Carolina and going to college, in that order. As an undergraduate I enrolled at Villanova University, where several of my professors assured me that one could actually be paid for reading, writing, and thinking about interesting problems and issues. They were also excellent classroom instructors who made teaching seem like fun (which it is!), and had a big impact on where I am today. I received a BA in History and Sociology from Villanova University in 1993, and from there I went on to graduate school where I received a Ph.D. in Sociology from Harvard in 2001.

The type of research I do is primarily on racial attitudes and white racial identity in the United States. I am especially interested in interactions between race and class, so I really focus on the beliefs of middle- and upper-class blacks and poor and working-class whites. Typically, I analyze public opinion data or engage in ethnographic research, and I am currently finishing a book manuscript that is based largely on participant observation research as a convenience store clerk in mixed-race neighborhoods in Atlanta and Boston.

Within Urban Studies, I am interested in spatial patterns of socio-economic differences and the impact these patterns have on everyday interactions, especially those between whites and African Americans. For example, I found that in the white working-class neighborhood of Atlanta that I studied, a variety of historical and economic forces came together to make white racial identity a perceived stigma. While they

lived in a majority-white neighborhood, the surrounding neighborhoods were majority-black. Because of overarching racist assumptions (i.e., black=poor, inner-city; white=affluent, suburban), many of the whites were treated as if they were defective in some way. That is, if they were "real" white people, without drug problems, cognitive disabilities, and so forth, they would have moved up and out by now. Conversely, the white working-class neighborhood I studied in Boston was characterized by a sense of a privileged white racial identity. Even though this neighborhood was also in the city and bordered by a majority black neighborhood, there was a widely held perception that they had the right to keep "their" neighborhood, schools, and jobs, for themselves. They also had a narrative about the discrimination their immigrant ancestors had faced, which was sometimes employed to criticize "special treatment" for racial minorities: "why can't they just work hard like we did?" Basically, being white in the neighborhood I studied in Boston

was something to assert and defend, while being white in the neighborhood I studied in Atlanta was something to apologize for and explain.

In general, I think that for race relations in the United States, cities have long been important locations for forging and enacting racial and ethnic identities, which is why much of my research has focused on this. My next project will be an analysis of the impact of recent Mexican immigration to the Southeast on the racial identities of native-born blacks and whites. I'm going to work as a traveling salesperson for a year in communities (some urban, some not) that have experienced dramatic demographic changes in a short period of time to observe the ways in which residents are adapting to a new ethnic landscape.

Monica McDermott is an Assistant Professor in the Department of Sociology, and has yet to fulfill her dreams of becoming a professional softball player. ■

Faculty Senate to Review Urban Studies in 2004-05

The Urban Studies program's degree-granting authority will be reviewed by the Faculty Senate's Committee on Review of Undergraduate Majors in 2004-05. Such reviews are required routinely of all interdepartmental programs at Stanford; Urban Studies' last review was in 1999-2000. At that time, the Faculty Senate committee praised the program's "success and vitality" as well as its "energetic leadership," and renewed the program's degree-granting authority through August of 2006.

The first stage of the review is a self-study by the program. Since the fall of last year, the directors of the program

have been gathering data on everything from course enrollments to alumni placement. The directors have also conducted a survey of Urban Studies students and alumni, asking in letters and e-mails for their opinions regarding the program's strengths and weaknesses. These opinions carry considerable weight with the faculty senate committee that conducts the review. To supplement the opinions received through this survey, the directors are analyzing the results of the survey that the program conducts among its graduating seniors every year.

The results of the senate's review are expected in the spring. ■

Message from the Director

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To help in guiding the Program's future direction, Associate Dean Judy Goldstein recommended that Urban Studies form a small Executive Committee that could devote more time, thought and energy to improving the program. The members of Urban Studies' Executive Committee in 2004-05 are Albert Camarillo (History), Milbrey McLaughlin (Education), Roger Noll (Economics), and Jeff Wachtel (Assistant to the President and a former major in Urban Studies at Stanford). More than 20 Stanford faculty members are affiliated with the program, offering courses and advising students related to the Program.



Michael Kahan and Nancy Tuma address returning Urban Studies students at the fall 2004 welcome-back reception outside Encina Hall.

Some changes in the Urban Studies tracks and curriculum were introduced in the 2004-05 academic year. The former Architecture and Urban Design track was split into two parts that moved in different directions. The Department of Civil and Environmental Engineering, the home of almost all architecture courses at Stanford in recent years, adopted the architecture part through a new program that lets students major or minor in Architectural Design. This change has allowed Urban Studies to enhance the study of urban design and to form a new Urban Planning and Design track for majors and minors. This new option is closer to the urban studies programs at other leading universities, such as Harvard, where urban planning and urban design are integrated.

Another noteworthy change is the introduction of a new Urban Studies minor in social innovation. This term refers to ways that individuals and organizations (whether nonprofit or for-profit) develop novel, effective, and sustainable ways of

improving the lives of people around the world, especially those not adequately served by current social institutions. Urban Studies is working collaboratively with faculty in the Graduate School of Business and Engineering, as well as Humanities & Sciences, to offer a coherent set of courses that help students learn both the theoretical content and the practical skills that will

A new program in the School of Engineering lets students major or minor in Architectural Design.

enable them to become successful social innovators. This new program is drawing considerable interest from students throughout Stanford.

Ways to enhance the study of social innovation at Stanford and to strengthen its linkages to other parts of the curriculum are major items on the agenda for the 2004-05 academic year.

In the rest of this Newsletter, you will read more news of some Urban Studies faculty, students and alumni. If your own news isn't included here, please let us hear from you! You can contact us by sending e-mail to urbanstudies@stanford.edu, or by returning the enclosed alumni activity information form. ■

New Urban Studies Research Guide on SUL/ AIR Web Site

Want to know where to find the *Encyclopedia of Urban America* at Green Library? Compiling a bibliography of journal articles for your next urban studies research project? Interested in the latest statistics on the growth of cities in California? Check out the new Urban Studies "Research Quick Start Guide" on the Stanford Library web site, at http://www-sul.stanford.edu/research_help/res_quick_start/urban.html. The guide was developed by librarians Ann Latta and Chris Bourg, in consultation with Urban Studies Associate Director Michael Kahan. It includes information on printed material held by Stanford's libraries, as well as links to on-line resources such as Sage Urban Studies Abstracts, the County and City Databook, and the Index to Current Urban Documents. ■

Urban Studies Online!

Check out updates to the Urban Studies website: <http://www.stanford.edu/dept/URBS/>. More improvements coming soon!

Questions or comments about the program? Write to our new e-mail address: urbanstudies@stanford.edu.

Staff News: New Faces, New Places

The new academic year has brought considerable change to the staff of the Urban Studies program. After working as the Program Assistant for Urban Studies and Public Policy for two years, Suad Ali resigned in June to travel and relax before beginning a Master's Degree program at the Monterey Institute of International Studies.

While we are saddened by Suad's departure, we are delighted by the arrival of Jim Campbell, the new Undergraduate Administrator for Urban Studies and Public Policy. Jim has worked at Stanford since August of 2001, first in the financial aid office and more recently in the registrar's office. He received his BA from the University of Delaware in 1999 with a double major in Economics and English, and a minor in Theater. He is currently pursuing a Master's of Public Administration at San Jose State. Jim says that his favorite part of his new job is "getting to meet with the students a lot."

Students in Urban Studies (and Public Policy) have noticed a change in the location, as well as the personnel, of the Urban Studies

office. Urban Studies and Public Policy are now housed in the administrative offices of the Political Science department, in room 100 of Encina Hall West. The physical relocation was part of a restructuring that brought certain administrative functions for Urban Studies and Public Policy, such as managing the budget, under the aegis of the Political Science department staff and its Administrative Services Manager, Jackie Sargent. Jackie received her BA in History from Cal in 1997, and has been at Stanford since 1998, working first in the office of International Relations and International Policy Studies, and then in the Dean's Office of the School of Humanities and Sciences, before joining the Political Science department in the fall of last year. Jackie says that Interdisciplinary Programs (IDPs) such as Urban Studies tend to bring a higher level of service to undergraduates than conventional departments such as Political Science. "The Political Science department has a lot to learn" from the attention Urban Studies gives its undergraduates, says Jackie. Having the IDPs housed together with Political Science therefore provides "great opportunities for cross-training." ■

Honors College Helps Thesis Writers

The Urban Studies section of Stanford's 2004 Summer Honors College enabled four Urban Studies seniors to make significant progress on their honors theses before the start of the fall quarter. Participants Casey Driskill, Khalilah Karim, Emily Lesk, and Johnny Madrid worked with Associate Director Michael Kahan and graduate student Victor Thompson of Sociology to hone their ideas, organize their data, and begin the year-long writing process.

Urban Studies Honors College students participated in college-wide events as well as in workshops specifically for students in the Urban Studies program. The college-wide events included a faculty panel on research methodology, workshops on graduate school and mentoring, a concert (with Sophomore College) by the St. Lawrence String Quartet, and a concluding banquet at the Stanford Golf Course. The Urban Studies events included workshops

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Lecture Series Brings Together Past, Present, and Future

A lecture series on "Cities Past, Present, and Future" in the winter of 2004 created a public forum for eight scholars and practitioners connected to Stanford's Urban Studies program to share new research on urban issues. Urban Studies majors Cara Bertron ('04) and Mei Li ('04) conceived and organized the series with the help of Associate Director Michael Kahan. Some of the talks drew a standing-room-only crowd of faculty, students, and members of the general public to the Urban Studies seminar room in Encina Hall West.

The first three talks, on "cities past," featured talks on the history of cities. Associate Director Michael Kahan spoke about "City Streets and Citizenship," a talk drawn from his dissertation research on street life in Philadelphia around the turn of the twentieth century. Barbara Voss, Assistant Professor of Cultural and Social Anthropology, discussed

her archaeological research on the Presidio of San Francisco. Margaret O'Mara, a post-doctoral fellow at the Center for the Study of the North American West, shared some of the findings from her forthcoming book *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley*.

The second group of talks, on "cities present," concerned current issues in urban America. Monica McDermott, Assistant Professor of Sociology, spoke on "Varieties of White Racial Identity in Urban America," drawing on her fieldwork as a convenience store clerk in Boston and Atlanta. Frederic Stout, Lecturer in Urban Studies, discussed racial achievement gaps in schools and the various theories that have been advanced to explain these gaps.

The third set of talks concerned planning for "cities future." David Nieh, lecturer in

Urban Studies and chief architect of the San Jose Redevelopment Agency, spoke about "The Future of American Cities if San Jose is a Paradigm." Urban designer Gerry Gast, Visiting Associate Professor of Urban Studies at Stanford and Associate Professor at the University of Oregon, related the progress of an innovative program to regenerate industrial sites in the Ruhr region in Germany. The final presentation was made by Professor Len Ortolano of Civil and Environmental Engineering, who discussed the efforts the Haas Center is making to address the needs of cities and their residents.

The success of the series has inspired two new series of speakers in 2004-05: the Urban Politics speaker series in the fall, and a series on Cities and their Environments, scheduled for the spring. ■

Faculty News

Laura K. Arrillaga

(New to Urban Studies!)

Lecturer, Business Strategy,

Graduate School of Business

Lecturer, Urban Studies and Public Policy

Laura K. Arrillaga is the co-founder and co-chairman of the Silicon Valley Social Venture Fund (SV2). She serves on the boards of many non-profit organizations, and holds master's degrees in business, art history, and education. She teaches Urban Studies 122, "Philanthropy: Effecting Social Change and Innovation in the Public Sector."

John Barton

Lecturer in Civil and

Environmental Engineering

John Barton, a lecturer in Architecture, was a candidate for California State Assembly District 21 in the March 2004 primary election. He serves as a trustee on the Palo Alto Unified School District Board.

William Behrman

Consulting Assistant Professor

School of Engineering

Students in Professor Behrman's Social Entrepreneurship Startup course (URBANST 150) have been working with senior centers, medical clinics that serve the poor, medical researchers, manufacturers, and product designers from IDEO to develop innovative and affordable solutions for people with hearing loss. The result is the Stanford Affordable Hearing Project (<http://sahp.stanford.edu>).

David Boesch (New to Urban Studies!)

Lecturer, Urban Studies

David Boesch is the city manager of Menlo Park. Prior to taking the position in Menlo Park in 2000, Boesch was the director of community development in Sunnyvale for nearly four years. He holds a master's degree from Harvard's Kennedy School of Government. Boesch will teach Urban Studies 189, Managing Local Governments, in 2004-2005.

Scott Bukatman (New to Urban Studies!)

Associate Professor

Department of Art and Art History

Professor Bukatman, whose teaching portfolio includes "Cinema and the City,"

has joined the affiliated faculty of the Program on Urban Studies. He is planning a colloquium on urban representation in the post-9/11 era for the spring quarter of 2005.

Albert M. Camarillo

Professor of History and

Miriam and Peter Haas Centennial

Professor in Public Service

Professor Camarillo was a director of the Urban History Association through 2004. He is also president-elect of the American Historical Association-Pacific Coast Branch. Camarillo will offer History 251, Poverty and Homelessness in America, in the winter and spring quarters of 2004-2005.

Melanie Edwards (New to Urban Studies!)

Lecturer, Urban Studies

Melanie Edwards is familiar to many Urban Studies students who have taken her courses in social entrepreneurship, but in 2004-2005 she formally joined Urban Studies as a lecturer and co-ordinator of the new minor track in Social Innovation. Edwards is president and executive director of MobileMedia, a community-based data collection service for "invisible" populations in developing countries. MobileMedia evolved from Edwards's work at Stanford as a Reuters Digital Vision Fellow. She holds an M.A. from the Fletcher School of International Relations at Tufts University. Edwards teaches Urban Studies 163C, Introduction to Social Entrepreneurship, co-teaches Urban Studies 163L, the Social Entrepreneurship Collaboratory, and teaches Urban Studies 163M, the Advanced Social Entrepreneurship Collaboratory.

Luis Ricardo Fraga

Associate Professor

Department of Political Science

In 2003-04 Professor Fraga was a fellow at the Radcliffe Institute for Advanced Study, Harvard University, where he worked on his study entitled "Gender and Ethnicity: The Political Incorporation of Latina State Legislators." He promises to have some "splendid findings!" Fraga's classes this year include PoliSci 121, Urban Politics, in the winter quarter, and PoliSci 326R, Urban Politics and Public Policy, in the spring.

Dehan (Danno) Glanz

(New to Urban Studies!)

Lecturer, Urban Studies

Danno Glanz graduated from Stanford's Urban Studies program in 1990, and went on to earn a master's degree in architecture from UCLA. Glanz is now a principal with Calthorpe Associates, where he has managed a number of major urban design and planning projects, including the Stapleton Redevelopment Plan in Denver, Colorado. Glanz will teach a studio course in urban design in the spring of 2004-2005.

Sarah Jain (New to Urban Studies!)

Assistant Professor

Department of Cultural and

Social Anthropology

Professor Jain studies design, injury, and mobility in contemporary culture. She teaches the popular "Car Culture" course (CASA 181), which fulfills the urban anthropology and sociology requirement for the Urban Studies major. Professor Jain is on leave from Stanford in 2004-2005 to begin a new study of wheelchair design and development.

Michael Kahan

Associate Director and Lecturer,

Urban Studies Program

Kahan was promoted from Assistant to Associate Director of the program in September of 2004. He led the Urban Studies section of Summer Honors College in the summer of 2004, and will co-teach Urban Studies 200 (Research Methods for Honors Thesis) in the winter and teach Urban Studies 110 (Introduction to Urban Studies) in the spring of 2004-2005. A paper drawn from his dissertation is forthcoming in an edited collection from the University of Colorado Press.

Patricia Karlin-Neumann

(New to Urban Studies, 2003-2004)

Senior Associate Dean for Religious Life

Rabbi Karlin-Neumann came to Stanford in 1996 as the first non-Christian to hold the position of associate dean for religious life at Stanford. She received her ordination from Hebrew Union College in 1982. Karlin-Neumann is a co-instructor (with the other deans for religious life) for Urban Studies

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Urban Studies Graduates 2004



Urban Studies students and faculty at the senior dinner, MacArthur Park, June 10, 2004.

Back row: l to r: Paul Turner, Fred Stout, John Barton, William McLennan III, Brian Klinksiek. **Middle row:** David Nieb, Gerry Gast, Lillian Bowie, Lizzie Bennett, Michael Kaban, Lauren Dietrich, Andrea Johnson, Majda Mubic, Claire Davenport, Jackie Wong, Bill Behrman. **Front row:** Sara Bonnell, Helen Brown, Kim Vinh, Sophie Martin, Sarah Roggero, Cara Bertron, Suad Ali, Michael Duca, Patti Walters.

(An asterisk [*] before a name indicates that the student participated in commencement, but had not yet completed all requirements for graduation.)

Elizabeth Grant Bennett (Honors): After studying abroad in Sydney, Australia, Lizzy competed for and won over \$9,000 in grants to return to Sydney to conduct research for her honors thesis, entitled "Urban Rail Transportation in Sydney, Australia: Trouble in Paradise." Lizzy was a member of the two-time national champion Women's Varsity Tennis Team and President of Kappa Kappa Gamma Sorority, and was named to Stanford's Scholar Athlete Honor Roll. Following graduation, Lizzy went to Arusha, Tanzania for four months to teach HIV/AIDS education to primary school children and to start and run an after-school sports program for the students.

***Cara Bertron** (Phi Beta Kappa, Distinction): Cara interned at the Stanford Recycling Center and at the Peninsula Peace and Justice Center. She initiated and taught a course on alternative building techniques, which resulted in the construction of a strawbale structure on the Stanford campus. Cara worked as an organizer in the Urban Studies speaker series during the winter of 2003-2004, and as an editor at the Women's Community Newsletter, the Stanford yearbook, and the literary magazine. She also served as a writing tutor for the Undergraduate Advising Center, and was a member of the Canoe and Kayak team.

Carlos Bhanji worked with the Together Everyone Achieves More tutoring program, and was a member of the Stanford Labor Action Coalition. During the summers, Carlos worked as a research assistant for the Hispanic

Association on Corporate Responsibility and for the Democratic National Committee, where he researched the immigration policies of the Bush Administration. Carlos's post-graduation plans included relaxing with friends over the summer and backpacking in Europe.

Lillian Bowie (Honors in Education): Lillian served as co-director of the East Palo Alto Stanford Academy for three years. In 2001, she was one of five Mellon Minority Undergraduate Fellows recognized for academic achievement, and in 2001, 2002, and 2003 she received a Dean's Award for Academic Excellence. Lillian did a great deal of work supporting diversity on campus, including serving as education co-chair for the Stanford NAACP, as a focus assistant in the race and ethnicity theme house, and as program coordinator for the black recruitment orientation committee. Lillian received a Tom

Urban Studies Graduates 2004

Ford Fellowship in Philanthropy through the Haas Center and is working in Washington, DC with the Kimsey Foundation, which supports educational and cultural initiatives, particularly for economically disadvantaged youth.

Helen Brown worked as assistant to the exhibitions coordinator at the Cantor Arts Center for three years, where she rewrote the system for archiving museum exhibitions. Helen also served as teaching assistant for Gerry Gast in Urban Studies 170, Introduction to Urban Design. She attended the Harvard University Career Discovery Program in Architecture the summer before her senior year; the summer after graduation, she worked at Stanford Sierra Camp. She has since moved to New York with the intention of working for an architecture firm.

Priscilla Castillo was a member of the Stanford Youth Opportunity Program, assisting at-risk students with their academics and placing them in internships on the Stanford campus. She has been working as a special education aide in Santa Clara and as a mother. She is also working toward her teaching credential at the National Hispanic University, and hopes to teach in Santa Clara County.

Claire Davenport (Honors in Comparative Literature): Claire published her work in Stanford's literary magazine and presented a paper at a scholarly symposium on Sylvia Plath. In her second major, Comparative Literature, Claire received honors for her thesis on Vladimir Nabokov and Stephane Mallarme. She worked as a sound production intern for the Stanford Concert Network. During the summer following graduation, Claire worked in Boulder, Colorado and traveled. When last heard from, she was planning to move to New York.

Lauren Dietrich founded and facilitated Students for a Sustainable Stanford. She put her knowledge of sustainability to further use as a member of Stanford's Environmental Stewardship Committee, which advises the university on the implementation guidelines for sustainable buildings. Lauren received financial support from the Civil and Environmental Engineering Department to live in Germany and build a four-dimensional model of the built environment of the historical center of Berlin. She also played varsity lacrosse for three years, and mentored seventh and eighth graders in

East Palo Alto. Lauren worked as the student coordinator for Urban Studies. Lauren spent the summer after graduation traveling in Europe and Turkey, and is now completing her Masters of Science degree in Construction Management at Stanford.

Michael Duca (Phi Beta Kappa): Michael wrote for the Stanford Daily, and interned at the San Jose Grail Community Resource Center. In a course on social entrepreneurship, Michael developed a plan for an online college counseling service for youth in underserved high schools. He worked as an intern for the Public Affairs and Strategic Development department of MTV Networks, and attended Columbia University for two quarters. Michael's post-graduation plans included travel and working as a journalist in San Francisco.

Ashley Frush was captain of the varsity sailing team, and a lifeguard for the Athletic Department. She worked as a teaching assistant for Urban Studies 170, Introduction to Urban Design, and she was a member of the Cap and Gown Women's Honor Society. Ashley studied at Stanford in Santiago. After graduation she spent the summer traveling in Europe, and then planned to live and work in San Francisco.

Jason Goff was a decathlete on the Track and Field Team, and wide receiver and punter on the Football Team. He participated in the Stanford Youth Tutoring Program, and was an active member in Cornerstone, Cardinal Life, and Sigma Nu Fraternity. Jason worked for the Graduate School of Business in the Stanford Executive Program during the summer, and plans to spend this year as an Intern with Athletes in Action at Stanford.

***Lucy Goodnough** worked as a teaching assistant for the course on Campus Design in the Context of Multiple Buildings, and was very involved in the CEREM project to design a residential and rehabilitative center for street children in Guatemala. She studied abroad in Oxford, and held an internship at the San Jose Redevelopment Corporation. Lucy served as an editorial intern at Dwell magazine in San Francisco, and was named a Stanford President's scholar.

Carmen Gutiérrez served as a resident assistant in Casa Zapata and Program Coordinator at Centro Chicano. Carmen also worked with

Project Motivation, Habla La Noche, Nuestra Graduación and the Chicano/Latino Sib Program. Carmen won the Jerry Porras Award for Visionary Leadership in 2001, and planned to work for Apple computer upon graduation.

Andrea Hansen worked on a variety of freelance design projects in her time at Stanford: she designed a Swiss Spa for the POLE Peak of Relaxation international design competition, and worked on a plan and buildings for a proposed international boarding school, the African Leadership Academy in Cape Town, South Africa. Andi was very involved with the CEREM project to build a home for street children and recovering drug addicts in Guatemala. She served as a teaching assistant for three architecture studio courses, sang with the University Singers and Collegium, and spent a Semester at Sea. Andi worked during the summer at Walt Disney Imagineering.

Andrea Johnson (Honors, Distinction, Phi Beta Kappa): Andrea was a founding board member of the Arts Coalition, and administrator of the ASSU Arts Grant Program. She interned at the architect / planning office on campus, at the San Jose Redevelopment agency, and at the Stazione Leopolda Design Group in Florence, Italy. Andrea studied in Florence for two quarters, then stayed through summer to do research on the history and design of a nineteenth-century train station. Her honors thesis, "The Palimpsest of La Stazione Leopolda," was supported with grant funding from Undergraduate Research Programs. Andrea was a member of Cap and Gown Women's Honor Society. Andrea is now studying at an international architecture studio at Tongji University in China.

Brian Klinsky (Honors, Distinction): Brian spent two quarters at Stanford in Florence. He worked on the Stanford Quad Yearbook and with the Tressider Dining Advisory Group, and served on the University Land and Buildings Committee. Brian interned at the San Francisco Planning and Urban Research Association (SPUR), and wrote the association's position paper on business tax issues in San Francisco; this paper was subsequently published in full and abbreviated forms. Simultaneously, Brian wrote an honors thesis entitled "A Taste of the City: A Demand-Side Perspective on Gentrification in San Francisco's South of Market and Mission

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162, Spirituality and Non-Violent Social Transformation, which is being offered in the winter of 2004-2005.

Kent Koth

*Former Service-Learning Program
Director at the Haas Center and
Lecturer in Urban Studies*

Kent Koth departed Stanford in June 2004 to assume the position of director of the Center for Service at Seattle University. Koth will also serve as an adjunct lecturer in their Liberal Studies Program.

Joseph Kott (New to Urban Studies!)

*Chief Transportation Official for Palo Alto
Lecturer in Urban Studies*

Joseph Kott is the chief transportation planner for the city of Palo Alto. Kott is teaching URBANST 124: Sustainable Urban and Regional Transportation Planning, in the fall of 2004-2005. This course examines environmental, economic, and equity aspects of urban transportation in the twenty-first century.

William "Scotty" McLennan

(New to Urban Studies, 2003-2004)

Dean for Religious Life

The Reverend Scotty McLennan holds a B.A. from Yale and law and divinity degrees from Harvard. He was ordained in the Unitarian Universalist Church and admitted to the Massachusetts Bar in 1975, and practiced law in the low-income Boston neighborhood of Dorchester from 1975 to 1984. McLennan is a co-instructor (with the other deans for religious life) for Urban Studies 162, Spirituality and Non-Violent Social Transformation, being offered in the winter of 2004-2005. McLennan's son Will received his B.A. in Urban Studies at Stanford in 2004.

Daniel McFarland

(New to Urban Studies!)

*Assistant Professor of Education
and (by courtesy) Sociology*

Professor McFarland studies interactions between teachers and students, including how they negotiate the order of the classroom and how this negotiation influences the learning environment. Professor McFarland is currently working on several projects,



Joseph Kott, Palo Alto's Chief Transportation Official, taught a new course this fall entitled Sustainable Urban and Regional Transportation Planning.

including a study of student elections and a socio-cultural analysis of adolescents' interpersonal relationships.

Milbrey McLaughlin

David Jacks Professor in Higher Education

In March of 2004 Professor McLaughlin was a co-recipient of the Miriam Aaron Roland Volunteer Service Prize. She is the founder and director of the John W. Gardner Center for Youth and their Communities. The center, founded in 2000, works to create alliances among community leaders, schools and organizations to better serve the needs of urban youth. In the spring of 2004-2005, McLaughlin will offer EDUC 179BX, Youth Empowerment and Civic Engagement, a service-learning course which has been approved as fulfilling the Writing in the Major (WIM) requirement for Urban Studies.

David Neuman

*University Architect and Associate
Vice Provost for Planning*

David Neuman left Stanford in January 2004 to become university architect for the University of Virginia. Neuman had been at Stanford since 1989. In 2000, Neuman received the Corporate Architect Honor Award from the California Council of the American Institute of Architects for achievements and outstanding contributions to the profession while at Stanford and at the University of California-Irvine.

David Nieh

*Lecturer in Civil and
Environmental Engineering*

David Nieh has left his position as lead architect at the San Jose Redevelopment Agency and is now studio director for SOM (Skidmore, Owings and Merrill) in Shanghai, China. He previously taught several studio architecture courses in Urban Studies.

Roger Noll (New to Urban Studies!)

*Morris M. Doyle Centennial Professor in
Public Policy, Professor of Economics, and
Professor of Political Science (by courtesy)*

Professor Noll studies telecommunications policies, privatization of infrastructural industries, regulatory policies and technology policy. He was for many years the director of the Public Policy program at Stanford. In the fall of 2004-2005 he joined the Urban Studies Executive Committee.

Leonard Ortolano

UPS Foundation Professor

Water Resources and Environmental Planning
Professor Ortolano, who was appointed interim director of the Haas Center for Public Service in July of 2003, was named permanent director of the center in April of 2004 by Provost John Etchemendy. Ortolano was director of the Program on Urban Studies from 1980 through June of 2003.

Boyd C. Paulson, Jr.

*Charles Leavell Professor of Civil
and Environmental Engineering*

Professor Paulson, along with Milbrey McLaughlin, was a co-recipient of the Miriam Aaron Roland Volunteer Service Prize in March 2004. The award was given in recognition of his involvement of students in service-learning and his volunteer work with two non-profit affordable housing developers, Peninsula Habitat for Humanity and the Mid-Peninsula Housing Coalition. Paulson teaches CEE 148, Design and Construction of Affordable Housing, which is being offered in the winter of 2004-2005.

Faculty News

Robert Reich

Assistant Professor of Political Science

Professor Reich will be on sabbatical for the 2004-2005 academic year as a Laurance S. Rockefeller Visiting Fellow at Princeton University's University Center for Human Values. At Stanford, Reich teaches PoliSci 133, Ethics and Politics in Public Service.

Michael Rosenfeld

Assistant Professor of Sociology

Professor Rosenfeld will be on sabbatical for the 2004-2005 academic year, and plans to complete a book manuscript on changing American family patterns. Rosenfeld's course on The Urban Underclass (Sociology 149) fulfills the urban anthropology and sociology requirement for the Urban Studies major.

Rebecca Sandefur

(New to Urban Studies!)

Assistant Professor of Sociology

Professor Sandefur teaches Sociology 140, Introduction to Social Stratification. In addition to social stratification and inequality, her interests include law and society, work and labor markets, and the sociology of education. Sandefur joined the Urban Studies affiliated faculty in 2004.

Joanne Sanders

(New to Urban Studies, 2003-2004)

Associate Dean for Religious Life

The Reverend Joanne Sanders holds master's degrees in both Divinity (2000) and in Sports Administration (1991), and the connection between sport and spirituality is one of her major interests. She is a member of the boards of the Women's Community Center and of the Lesbian, Gay, Bisexual, and Transgendered Community Resource Center at Stanford. Sanders is a co-instructor (with the other deans for religious life) for Urban Studies 162, Spirituality and Non-Violent Social Transformation, offered in the winter of 2004-2005.

Beth Scarloss (New to Urban Studies!)

Lecturer in Urban Studies

Beth Scarloss, who co-taught Urban Education with Professor Ray McDermott in 2003-2004, will teach URBANST 144: Dilemmas in Urban Education, in the winter quarter of 2005. The goal of this course is

to explore such issues as large, traditional schools versus small schools; segregation versus integration; teacher certification; and large-scale testing.

Laura Scher (New to Urban Studies!)

Lecturer in Urban Studies

Laura Scher is the founder and CEO of Working Assets, a company that provides credit card, wireless, and long-distance telephone services and donates a portion of its revenues to non-profits that promote social change. Scher holds an MBA from Harvard. She co-teaches Urban Studies 163L, the Social Entrepreneurship Collaboratory, offered winter quarter.

Jackie Schmidt-Posner

Director of Public Service Education

Haas Center for Public Service

Director, Public Service Scholars Program

Schmidt-Posner taught URBANST 123: Introduction to Community Based Research, in the fall of 2004. This is a new course on the principles and practice of community-based research as a collaborative enterprise between academic researchers and community members, and will include guest speakers from community organizations, faculty and alumni.

Karen Seto

Assistant Professor in the Department of

Geological and Environmental Sciences

Fellow in the Institute for International Studies at Stanford University.

Professor Seto won a National Science Foundation Faculty Early Career Development (CAREER) Award for her work on urban land-use change in Asia. Her project will use multiple study sites in China and Vietnam to evaluate the spatial and temporal patterns of urban land-use change and includes an outreach and mentorship program with a local school that serves low-income and disadvantaged youths. Part of her work will be used to supplement a documentary film for which Seto is executive producer. Seto teaches GES 144, Fundamentals of Geographical Information Science.

Bruce Sievers (New to Urban Studies!)

Lecturer, Urban Studies

Bruce Sievers was executive director of the

Walter and Elise Haas Fund from 1983 to 2002. He has been at Stanford since fall of 2002 as a Public Service Visiting Scholar at the Haas Center, where he is working on a book about civil society. Sievers received his Ph.D. from Stanford in political science in 1973. He teaches Urban Studies 121, Introduction to Civil Society and the Nonprofit Sector.

Nancy Tuma

Professor of Sociology and Senior Fellow (by courtesy) at the Hoover Institution

Director, Program on Urban Studies

In the spring quarter of 2003-2004, Professor Tuma taught at Stanford in Moscow. The courses she taught were "Russia's Cities & Towns in Turbulent Times" and "Social Inequality in Socialist and Post-Socialist Societies." In the winter of 2004-2005 she will co-teach Urban Studies 200, Preparation for Honors Thesis.

Patti Walters

Lecturer, Civil and Environmental

Engineering

Walters left Urban Studies at the end of 2003-2004, and has been named the director of the new Architectural Design major in the School of Engineering.

Urban Studies Graduates 2004 (continued from page 9)

Districts.” Brian is working as an associate in investment research for Heitman Real Estate Investment Management, Chicago.

Andrew Kucer was a member of Stanford Leaders for Public Service, and of the American Sign Language Club. Andrew co-founded a non-profit organization to aid children in the San Mateo juvenile justice system, and worked with Habitat for Humanity for eight years in California and Pennsylvania. He plans to return to Philadelphia to work in the public service sector, and to apply to law school.

Mei Li sang with the Everyday People Acapella Group, and was a member of Stanford Leaders for Public Service. Mei helped organize Community Day at Stanford during her junior and senior years, and the Urban Studies Lecture Series during her senior year. She was the judging coordinator for the Social-E Challenge, a business plan competition for socially conscious enterprises. Mei received a summer fellowship from the Haas Center to support her work with the American Friends Service Committee in Boston organizing the Active Arts Youth Conference on hip-hop youth activism. Mei’s post-graduation plans included a summer at home in Boston, followed by a move to New York City.

Sophie Martin was a member of the Stanford Canoe and Kayak team, the Redwood Outdoor Club, and the Stanford Equestrian Team, and worked as a staff member at the Stanford Climbing Wall. She worked as an Environmental and Health Programs Intern for the Washington, DC branch of Physicians for Social Responsibility, and as the Energy Management Intern with Stanford Utilities Division. Sophie was a peer adviser in Urban Studies, and studied at Oxford in spring of Junior year. Her post-graduation plans include spending some time at home with her family before returning to the Bay Area to work.

William McLennan III was the vice president and senior gift chair of the class of 2004. He served as resident assistant in Larkin House, an all freshman dorm, and co-president of Toyon Hall, a sophomore dorm. Will was a member of the practice team for the Stanford Women’s basketball team, a member of the Sixth Man Club and a participant in intramural basketball and tennis. Will was a student advisor to

incoming transfer students, and the historian of the student government’s speakers bureau. He worked as an intern and volunteer at the “I Have a Dream Foundation” of San Francisco. Will was nominated for the JE Wallace Sterling Award for volunteer service and leadership at Stanford. He is working at a law firm in San Francisco.

Majda Muhic worked as an independent translator and interpreter at Stanford and in Georgia. She served as programming coordinator and as publications editor for the Women’s Community Center at Stanford, and as the theme program manager for Haus Mitteleuropa. Majda studied overseas at Stanford in Berlin, where she also participated in an internship program in art therapy. Back at Stanford, she conducted research on early twentieth-century Berlin artists for the Berlin Pathways Project at the Stanford Humanities Laboratory. She received a Krupp grant to study texts by German and immigrant women writers. During the summer after graduation, Majda held a Haas Center fellowship to carry out an internship in public-service architecture. Currently, she is working for PSM Architects in Walnut Creek.

***Nicole Powell:** Nicole played for the Stanford women’s basketball team, and holds multiple single-season records for the team. She was a two-time Naismith National Player of the Year finalist, and was elected to the John R. Wooden Women’s Preseason All-American team. Nicole was a Pac-10 freshman of the year, a Kodak all-American in 2002, 2003, and 2004, and Pac-10 player of the year in 2002 and 2004. She helped the 2003 U.S. Women’s Basketball team to a silver medal at the Pan-America Games. She is currently playing for the Charlotte Sting in the WNBA.

***Sarah Roggero** worked as an English tutor for Spanish speakers through several organizations, including Barrio Assistance and ESL partners. She worked as a driver for the Student Disability Resource Center, and as a tree-planter on an oak restoration project in the Stanford foothills. Sarah studied in Chile for a year, and is completing a second major in Spanish. Her article entitled “Desde los Conquistadores hasta el metropolis actual: Una aproximación histórica al desarrollo residencial de Santiago y Los Angeles” (“From the Conquistadors to the Modern Metropolis: A Historical Sketch of the

Residential Development of Santiago, Chile and Los Angeles, California”) will be published by the Center for Urban Studies, Pontificia Universidad Católica, in Santiago. Sarah exhibited her textile designs in the *Signed Design* show at Stanford in Spring 2004.

Tiffany Marie Silas participated in Barrio Assistance, Los Saleros de Stanford, and the Stanford Film Society. She was the Academic Theme Associate in Yost House, the Human Biology theme dorm. Tiffany attended Stanford in Santiago, Chile, and completed a minor in Spanish.

Kim Vinh was the program coordinator for Stanford Upward Bound, which provides tutoring and mentoring for first-generation college-bound students. She was a resident assistant in Arroyo House. She worked as a teacher with Educational Democracy for Youth, teaching activism and advocacy in a local high school government class. Kim received the Haas Center for Public Service Education and Youth Fellowship for her work with Upward Bound. She was also a member of Cap and Gown Women’s Honor Society. Kim is currently working toward her Masters in Education in the Stanford Teacher Education Program (STEP) at the Stanford Graduate School of Education.

Jackie Wong was the co-captain, financial manager, webmaster, and founding member of the Stanford Figure Skating Club, which has grown to a nationally ranked team. He worked as a teaching assistant for Patti Walters’s Introduction to Architecture Studio class. Jackie is currently pursuing a Masters in Architecture at the University of Pennsylvania School of Design.

The following students received degrees in 2003-2004, but did not provide us with biographies:

Sara Bonnell
Joseph Kirchofer
Christine Ku
Christopher Lewis
Nicole Louie
Crystal Maglio
Cassandra Thomas

What I Did During My Summer Vacation

We asked several Urban Studies majors how they spent their summers. Here's what they told us:

Agustin Cervantes '06:

Urban Summer Fellowship in San Jose

This summer I was fortunate enough to receive a fellowship to work with the Department of Planning, Building, and Code Enforcement in San Jose. Having no prior experience with planning and local government, I saw one of the primary benefits of this opportunity as exposure to the field. Fortunately, I walked out of San Jose with more than just a good idea of what city planning is all about. I left with an improved understanding of human behavior. The first thing I learned about the atmosphere in an office is the importance of dealing with the different personalities, lives, priorities, and characters of your co-workers. Because we are all working for the same city, compromises and cooperation are a must. Sure, this might sound basic and obvious to many, but it is surprising how difficult personalities can affect progress in the work force. I also found that city employees are the victims of much blame, and become scapegoats for decisions out of their jurisdiction. I see it as killing the messenger. Despite all the difficulties, having faith that one's work can actually improve the living area for close to a million people makes it all worth it for the planners in San Jose.

Casey Driskill '05:

Honors Research on Community Land Trusts

After spending about a week in late June searching for a sublet that would be in line with my Undergraduate Research Office (URO) Major Grant budget, I was able to begin my 'official' honors thesis research on affordable housing in San Francisco. I started by attending meetings for the San Francisco Community Land Trust, a start-up nonprofit that focuses on models for low-income homeownership. The diverse range of people involved in the group, from social activists to market-rate developers, quickly exposed me to the complex network of forces that guide housing policy in

this city, something I am still working on piecing together. Though at points I felt overwhelmed and uncertain about the direction of my research, I came out with a much more refined concept of what my thesis will be, and look forward to the task of getting it all down on paper in the coming year.

Emily Lesk '05:

Honors Research in Sydney, Australia

I spent the summer in Sydney, Australia, conducting research for the honors thesis I plan to write during my senior year. My goal was to find out whether – and how

I had a great time in Sydney, and came away with the realization that creating sustainable cities is even more important, challenging, and exciting than I had thought three months ago!

– the 2000 Sydney Olympics changed the way local architects and builders design and develop buildings today. Specifically, I wanted to know if Sydney's then-unique attempt to build environmentally sustainable Olympic buildings has made the typical Sydney architect or developer more sensitive to the environmental impacts of building construction and land development. In Sydney, I interviewed bureaucrats, architects, planners, builders, environmental advocates, and major players in the Olympic development process, and I explored the city and its Olympic venues to become familiar with its architectural climate. All in all, I had a great time in Sydney (and playing tourist all over Australia!), and came away with both the research results I will write about in my thesis *and* the realization that creating sustainable cities is even more important, challenging, and exciting than I had thought three months ago!

Emanuel Pleitez '05:

All Over the Map!

My hectic, yet enriching, summer started by saying goodbye to Stanford-in-Washington and heading home to work with Los Angeles mayoral candidate Antonio Villaraigosa

as his aide. After two weeks, I returned to DC to close my internship with the Senate Steering Committee and continue with the Hispanic Heritage Awards (HHA) Foundation. June ended by attending the annual National Association of Latino Elected Officials Conference, then flying to Miami for the National Youth HHA Celebration. July was spent in DC working with HHA and volunteering for John Kerry. I spent a week in Boston assisting the Director of Latino Affairs at the Democratic National Convention; then returned to DC for the Monster Diversity Leadership Program. August was owned by my field organizer position in St. Louis, Missouri for the Kerry/Edwards Campaign. My summer to remember ended in September with the HHA Gala in DC, then it's back to Missouri till November.

Marcel Solorzano '05:

Summerbridge

When I was in middle school, I was a student in a program called Summerbridge (SB). It was school during the summer for kids in big cities who weren't at the best schools. It was taught by high school and college students under the belief that students would have a stronger impact than adults on the lives of these kids. I remember wacky class lessons, trips outside of the city, and lots of basketball, but I also am aware that it is because of SB that I attended the high school and college I did and do. In high school I decided I wanted to teach at Summerbridge San Francisco to experience the other side of the student/teacher relationship and give back to a program that gave a lot to me. I had such a great time, I taught three summers in SF. I thought I was done with teaching at Summerbridge, until the end of last year when I found out about the Haas Center's programs for working at non-profits. Through one of these I was able to arrange to teach SB in New York. The SBNY program is more academically oriented than the SF one, with high goals for its students. The students are mostly from Harlem and Brooklyn, and they made every day interesting with that distinct New York flavor. All of them really shined in the classroom, and made my teaching experience this summer something to remember.

Alumna Profile

Xanthe Jory and The Bronx Charter School for the Arts

In only its second year in operation, the Bronx Charter School for the Arts already stands out from the crowd. Music echoes in the halls, student art covers the walls from floor to ceiling, and performances of theater and dance take place in front of applauding family and community members. The school is “founded

on the principle that arts education is critical to human development and learning,” says founder Xanthe Jory (Urban Studies '94). The Bronx Art School (as Xanthe calls it) serves students in grades K-4, and provides them with an “exciting, motivating learning environment” while at the same time taking the arts seriously. In fact, learning benchmarks for the arts are reported at every grade level along with math, social studies, sciences and literacy benchmarks, and students are assessed accordingly.

“We take [the arts] very seriously,” says Xanthe, and “as a result there are several components of our school design and a significant portion of our resources that are devoted toward arts education.” According to Xanthe, “a lot of the work [students] do in the classroom is not just math or literacy, but is actually interdisciplinary work with connections being made between the work they are doing and art.”

In recalling her experiences in Urban Studies, Xanthe says “I enjoyed the small size of the Urban Studies department, which allowed me to really get to know other people in the program.” She also cites other formative experiences, such as building a homeless shelter with a team of students for one of her classes. After graduation, Xanthe moved back to New York to work for a community development corporation based in the South Bronx. She then taught in a public school while earning a degree in elementary education at the City University of New York (CUNY)-Lehman College. She headed back

to school full time at Harvard for her degree in Educational Administration, which she received in 2000. Xanthe returned to New York to work as an educational consultant,

while at the same time working to start the Bronx Charter School for the Arts. She now works full time as the school’s Executive Director.

Having an Urban Studies background is a great way to start to understand the complexity of the issues that face urban areas right now.

Most of the students at Bronx Arts (about 75 percent, according to Xanthe) come from the surrounding community, which is one of New York City’s poorest boroughs. “We have 206 children in grades K-4,” says Xanthe. “They are about 90 percent living below the poverty line, and most of them would otherwise be attending their local zoned schools which perform extraordinarily poorly by most any measure. About 50 percent of the students are Black and about 50 percent of the students are Latino.” Despite the poverty of those attending the school and the poor conditions of the surrounding neighborhood, the grassroots organizing involved in the development of the school means that a number of community residents participate in school decisions and, as Xanthe says confidently, “we are very involved with our local community.”

Educators are watching Bronx Arts as a possible model for other schools; as Xanthe says, “we sure had a lot of visitors last year.” However, Xanthe doesn’t seem to be too concerned about comparisons to other schools except when she says her goal is to be one of the best schools in New York City. She hopes to expand the school in the future to encompass grades K-8.

“Having an Urban Studies background is a great way to start to understand the complexity of the issues that face urban areas right now,” says Xanthe. “Students should use that sophistication they have learned in Urban Studies to try to find a piece of

the puzzle that they feel really passionate about.” There is no doubt that Xanthe Jory has found her piece of the puzzle.

Xanthe also says there are plenty of internship possibilities for students interested in the Bronx Arts School. Please visit the webpage for the Bronx Arts School for contact information (<http://www.bronxarts.net>).

Honors College

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on poster presentations, thesis writing, and resources in urban studies available at Green Library and at the Social Science Data and Software group. Students also engaged in informal discussions of their research with Urban Studies faculty over lunch, helped each other during peer review sessions, and received intensive individual advising on their projects from Kahan and Thompson.

Most important, Honors College provided students with time to focus on their thesis, uninterrupted by other classes and assignments. “I feel like I have a lot more direction” following the two-and-a-half-week session, commented one student. Said another, “we [in Urban Studies] got more stuff done than any other honors program.”

The 2004 Summer Honors College, sponsored by the Undergraduate Research Programs office, included some 144 students in 16 programs. Honors College pays room and board expenses for students during the duration of the program. Urban Studies sophomores and juniors who would like to participate in the Honors College should see Michael Kahan about applying to the Urban Studies honors program, and should plan on taking Urban Studies 200 in the winter of their sophomore or junior year. ■

Alumni Perspective: What Urban Studies Has Meant to Me

Selena Kyle, '00

I graduated in June 2000. Nothing I've done in the four years since has involved Urban Studies *per se*, yet I suspect the degree has more to do with where I've ended up than anything else in my past. Here's why.

Urban Studies, as anyone who's even dabbled in the major knows, is emphatically interdisciplinary. As an undergraduate in the planning track, I appreciated this model for its inherent practicality and variety. But there's a moral undercurrent to interdisciplinary work that's become more apparent to me since graduation. I've discovered that once you get used to thinking about land use issues holistically, that same holistic regard tends to color everything else you observe. The downstream effects of political and business choices begin to look less like intellectual abstractions, and more like responsibilities.

I owe my first postgraduate job, in strategic planning for Disney's theme parks division, to my other major in Economics. But Urban Studies was the degree that put that job in context. Much of my Disney work—designing demographic models to identify metropolitan areas ripe for Magic Kingdoms in 2020, or financial models to support actual development negotiations—was engaging and at least tangential to land use. Over time, though, it became increasingly difficult to escape the irony of applying an education in urban planning to the establishment of fake cities.

The dissonance increased as I came to understand just how often these fake cities are built at the environmental expense of real communities—as when a natural bay was dredged and filled to create a pad for the new Hong Kong Disneyland, and the increased silt devastated fish stocks in the Hong Kong Harbor. While I still find considerable value in questioning destructive investment decisions from within, I ultimately decided I would be happiest confronting them, head on, from the outside. I returned to Stanford to learn how to do this, this time in the guise of a public interest environmental lawyer.

Much of my Stanford graduate work has focused—quite literally—on the downstream

effects of myopic land use decisions. Last fall, in Stanford's Environmental Clinic, I argued in federal court against a logging company

I've discovered that once you get used to thinking about land use issues holistically, that same holistic regard tends to color everything else you observe.

whose decades of clearcutting have triggered massive erosion, exacerbated flooding, and devastated aquatic life for many miles downstream of its private holdings. This summer, I helped the Natural Resources Defense Council (NRDC) prepare for

its latest round of litigation over a federal dam that diverts 90 percent of the Central Valley's San Joaquin River to irrigate arid lands upstream. In early August, NRDC won a decisive victory that will force the federal Bureau of Reclamation to release enough water to restore sixty miles of dry riverbed and resuscitate a salmon run that has been edging toward extinction since the dam gates closed half a century ago.

My law school experiences have convinced me that it is rarely too late—legally or practically—to arrest the consequences of destructive decisions. The real contests have more to do with will. Urban Studies taught me that the uphill battles are worth fighting, and I am ever grateful for it. ■

Student News

Emi Adachi ('06) received an Urban Summer Fellowship from the Haas Center for the summer of 2004. Emi used her fellowship to work at the Crossroads Fund, a public foundation that raises money to support grassroots organizations working in the Chicago area for social and economic justice. Each Urban Summer Fellow receives \$3,000, plus additional financial assistance where appropriate.

Agustín Cervantes ('06) received an Urban Summer Fellowship to work at the San Jose Department of Planning, Building, and Code Enforcement. Students interested in applying for the Urban Summer Fellowship, or another Haas Center fellowship, for next summer should contact Ilana Golin at igolin@stanford.edu.

Anthony Ha ('05) was the 2004 recipient of the Isaac Asimov award for undergraduate excellence in science fiction writing for his story, "Orbiting." The \$500 award goes to the best unpublished and unsold science fiction or fantasy short story submitted by a full-time undergraduate college student.

Johnny Madrid ('05) was one of only 77 students nationwide to be awarded the prestigious Truman Scholarship. The

Scholarship recognizes college juniors with exceptional leadership potential and intellectual ability who are committed to careers in the government, nonprofit and advocacy, or education sectors. Johnny, who lived much of his own life in the California foster care system, is a leading advocate for foster youth and for improvements in the foster care system. He has trained hundreds of social workers and facilitated dozens of focus groups with foster children. He drafted language for the Foster Care Bill of Rights, which became law in 2001.

Natalie Tofano ('06) received a Sand Hill Fellowship in Philanthropy from the Haas Center for the summer of 2004. This fellowship provides students the opportunity to work intensively with a local philanthropic foundation, and carries a stipend of \$3,500. Natalie worked in the Arts and Culture program area at the San Francisco Foundation, a community foundation serving the Bay Area.

If you or someone you know should be included in next year's student news section, we'd like to hear about it! Please send your news to urbanstudies@stanford.edu. Thanks! ■

Alumni News

Genevieve Aguilar ('00) works for the American Civil Liberties Union of Washington State as field director.

Becky Bicknell ('98) received an MA in Urban and Regional Planning from the University of Colorado in 2001. She now works for the Housing Resources Group in Seattle, developing affordable multifamily housing.

Karen Brunton ('02) works in the office of California state assembly member Joe Simitian (D-Palo Alto).

Aja Byrd ('03) is working toward a law degree at the University of Maryland.

Jade Caines ('00) is a secondary school teacher for Gwinnett County Public Schools. She lives in Tucker, GA.

Katie Caldwell ('00) worked as a healthcare consultant for Triage Consulting Group until June 2003. She entered law school at the University of Chicago in fall of 2004.

Justin Donnelly ('02) works as an architect/surveyor for Coakley Williams Construction in Gaithersburg, MD.

Carrie Ann Fathman ('00) has assisted first-time homebuyers, curated photo exhibits, and managed an urban organic farm at several non-profits in the St. Louis area. She also studied at the Agricultural University of Slovakia as a Fulbright Scholar. She is currently applying to graduate programs in Landscape Architecture and Natural Resource and Environmental Management.

Laura Feldman ('03) was a 2003 recipient of the Tom Ford Fellowship in Philanthropy from the Haas Center. She was placed with the Appleseed Foundation in Washington, D.C. and is excited to be working for a politically-involved organization with a focused mission.

Brady Gordon ('02) works as a field representative for Service Employees International Union Local 790, a union of over 33,000 members in Northern California.

Nicholas Grossman ('01) has been a project associate for Project for Public Spaces (PPS) in New York City since 2002. Nicholas does web development for PPS, including ongoing work on PPS.org, and PPS's local online resource centers.



Brian Klinskiak and William McLennan III at the Urban Studies graduation, June 13, 2004.

Enjoli Mari Izidor ('02) is in Greece playing professional basketball for Megas Alexandros.

Amanda Kahn ('03) was a 2003 recipient of the John Gardner Public Service postgraduate fellowship and works at the San Francisco Board of Supervisors as an aide to District 8 Supervisor Bevan Dufty.

Dale Margolin ('99) graduated from Columbia Law School in 2004. He is a staff attorney for The Legal Aid Society in New York and will be responsible for the representation and community outreach to pregnant and parenting teenagers in foster care. He also received the Skadden Fellowship, a two-year fellowship for graduating law students who intend to devote their professional lives to public interest law, in 2004.

Michael Martinez ('99) serves as a legislative advisor in the Sacramento office of Manatt, Phelps & Phillips LLP, a law and consulting firm. He works with team members to develop lobbying strategies and manage alliance development campaigns.

Colin Mathewson ('02) volunteered in a Catholic parish in rural El Salvador in 2003, working on a variety of community development efforts from a faith-based perspective. In the 2003-2004 academic year, he served as an assistant to Len Ortolano, Director of the Haas Center.

Caroline McAndrews ('01) works as a program associate at the Ms. Foundation for Women in New York City.

Steven Pickrell ('77) is senior vice president at Cambridge Systematics, a transportation consulting firm in Oakland, CA.

Analivia Suchman ('97) works at the California Center for Land Recycling. She manages training workshops, providing practitioners with the skills required to redevelop environmentally impacted properties.

Paul Woody ('02) works for the New York City Department of Housing Preservation and Development.

Leela Young ('03) was a 2003 recipient of the Tom Ford Fellowship in Philanthropy and was placed with The Asia Foundation. Leela considers the Tom Ford Fellowship an "opportunity to remain connected to a public service community at Stanford."

We'd like to hear from you! Please keep in touch by completing and returning the enclosed form, or by e-mail at urbanstudies@stanford.edu.

Below is a list of alumni for whom we do not have addresses. If you know how we can reach someone on this list, please send e-mail to urbanstudies@stanford.edu.

Asako Akazawa ('99)
Brooke Holt Atherton ('99)
Elizabeth Bast ('99)
Sabrina P. Bornstein ('03)
Molly Virginia Clinehens ('03)
Lindsey L. Cox ('03)
Nicholas Andrew Davis ('02)
Anne Dolores Diaz ('03)
Kyla Farrell ('01)
Kathleen M. Flynn ('02)
Sara L. Garcia ('03)
Jason Richard Goff ('03)
Kamron Alisha Hack ('98)
Cherisse Yvonne Harper ('99)
Kuusela Marie Sabio Hilo ('03)
Janet Anne Ho ('01)
Jason Wyeth Koob ('98)
Christopher Thomas Lewis ('03)
Leilani Medina Lumen ('98)
Angelica Herrera Olivera ('98)
Elsa Cruz Pearson ('00)
Ryan James Schleis ('03)
Julia Sherbakov ('01)
Stephanie Sun ('02)
Lisa Leandra Talma ('99)
Gargi Trichel ('98)
Kathleen V. Welder ('98)
William L. West ('03)
Wendy Woo ('98)