

Stanford



GLOBAL  
STUDIES

ANNUAL REPORT  
2013-14

# SGS

**The Stanford Global Studies Division** (formerly known as the Division of International, Comparative and Area Studies) provides an arena for students and scholars to explore our increasingly complex world from multiple economic, political, social, technological, and cultural perspectives.

## FACULTY ADVISORY COMMITTEE, 2013–14

**ROBERT CREWS**  
*Associate Professor of History*

**THOMAS BLOM HANSEN**  
*Reliance-Dhirubhai Ambani Professor  
in South Asian Studies*

**RODOLFO DIRZO**  
*Bing Professor in Environmental Science  
Senior Fellow, the Stanford Woods  
Institute for the Environment*

**KATHRYN STONER**  
*Senior Fellow, the Freeman Spogli  
Institute for International Studies*

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*Executive Director*

**JANE STAHL**  
*Office Manager*

**JOANNE CAMANTIGUE**  
*Financial Assistant*

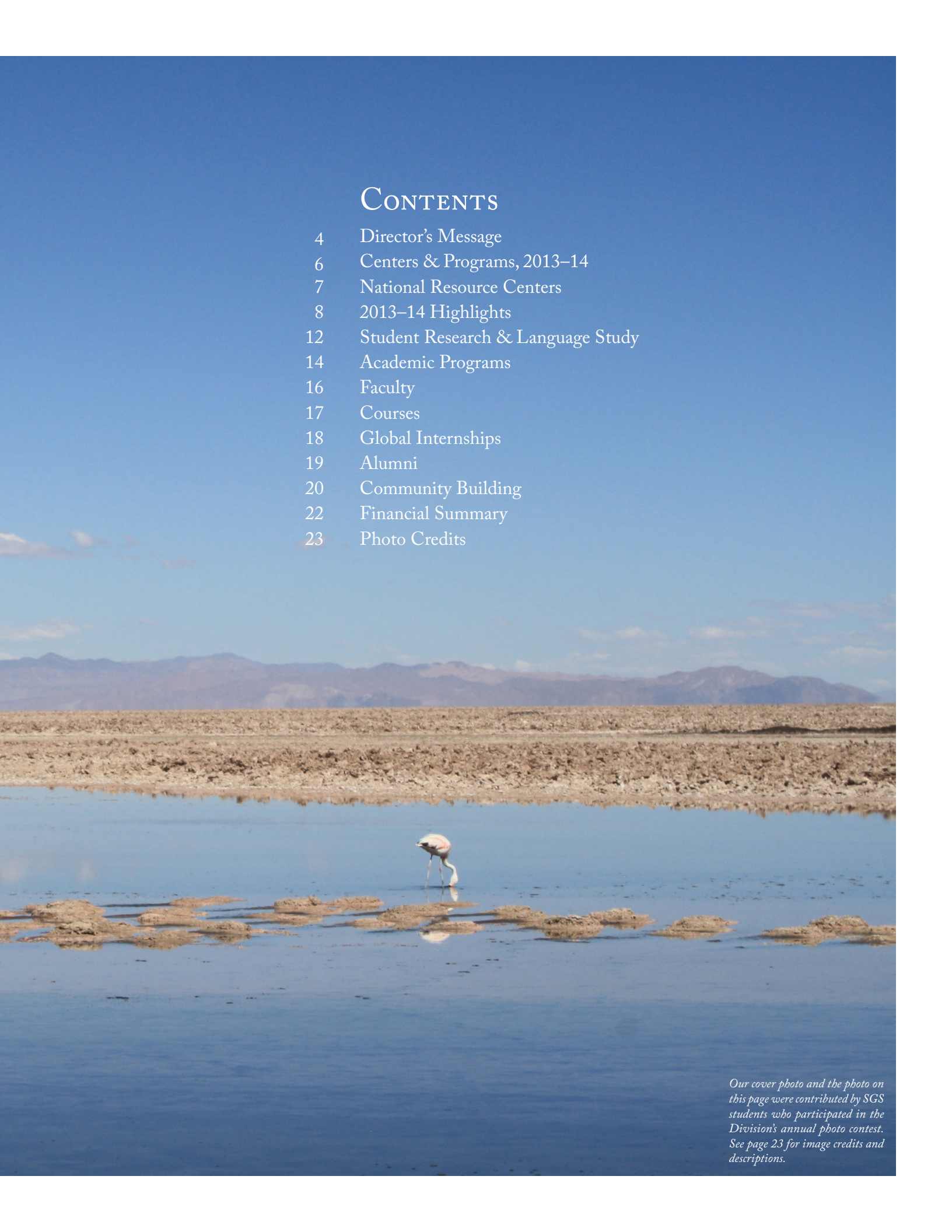
**MARK RAPACZ**  
*Communications Coordinator*

**KATHERINE WELSH**  
*Program Administrator*



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*Our cover photo and the photo on this page were contributed by SGS students who participated in the Division's annual photo contest. See page 23 for image credits and descriptions.*

## DIRECTOR'S MESSAGE



**NORMAN NAIMARK**

*Robert and Florence  
McDonnell Professor in  
East European Studies  
and the Sakurako and  
William Fisher Family  
Director of the Stanford  
Global Studies Division*

Dear Friends,

This is the second Annual Report of the Stanford Global Studies Division (SGS), formerly the Division of International, Comparative and Area Studies. It is part of our overall effort to inform the Stanford community and our friends, donors, and alumni around the world about our programs and initiatives.

The past year, 2013–2014, was an exciting one for SGS. We added a new Center to our numbers, the WSD HANDA Center for Human Rights and International Justice, headed by Director David Cohen and Associate Director Penelope Van Tuyl. The Center specializes in documenting and analyzing the development of international criminal tribunals. I invite you to learn more about their work monitoring and reporting on the Khmer Rouge tribunal proceedings in Cambodia. We look to the WSD HANDA Center to help us realize a long-standing ambition of SGS to develop an undergraduate interdisciplinary human rights program.

With the help of increased funding, we were able to launch a worldwide internship program for Stanford undergraduates and SGS master's students. Based on the model of our successful East Asian Internship Program, this decidedly more international program now includes locations such as Brazil and Costa Rica, Tanzania and Thailand, Paris and Brussels. We have appointed a full-time manager of the internship program, Denise Chu, and with the continued help of alumni, corporations, and institutions around the globe, look forward to further expansion in the years to come.

We received very good news about the renewal by the federal government of our three Title VI centers: the Center for East Asian Studies (CEAS), the Center for Latin American Studies (CLAS), and the Center for Russian, East European and Eurasian Studies (CREEES). This renewal provided an important shot in the arm for our outreach programs, allowing the continuation of valuable partnerships with local community colleges and high schools. Courses in rarely taught but crucial foreign languages will continue to be offered, and we will be able to provide student support for intensive study in these and other modern foreign languages. The competition for government funding for area studies centers is increasingly intense. This renewal recognizes our efforts to increase both the depth and variety of language training and our innovative programs of area studies instruction. We are proud of our centers' accomplishments in this arena and others.

New searches conducted last year in South Asian Studies and Middle Eastern Studies promise new faculty appointments in these crucial areas

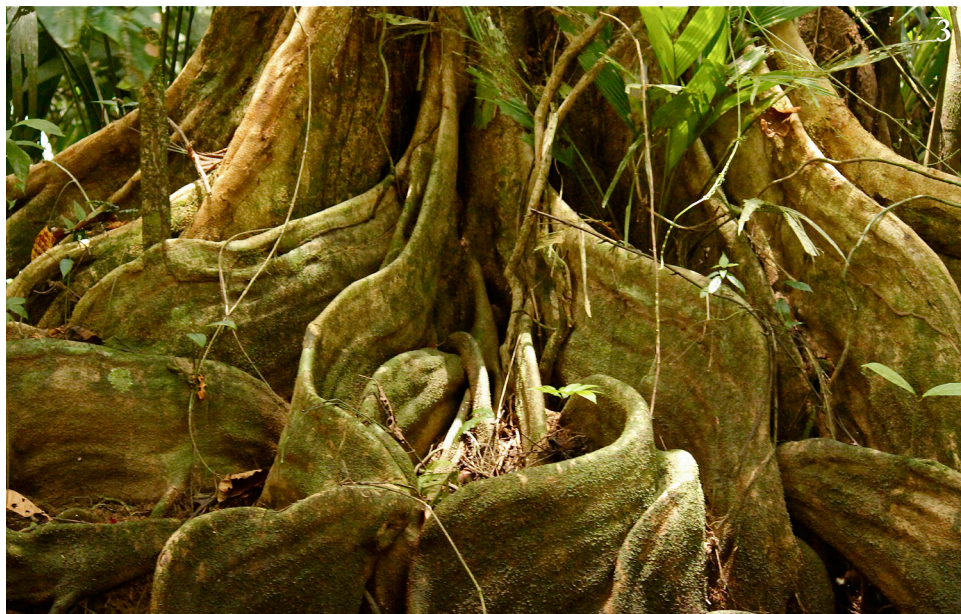
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of SGS interest. Building up these areas and key regions of interest remains one of SGS's primary goals.

Every year we teach hundreds of Stanford undergraduates, admit scores of new master's students, and provide support for a large number of PhD students in a wide variety of departments for their research, travel, and language-learning needs. Our pedagogical role is as important as our research role. Let me express my gratitude to our center and program directors and their staffs, as well as to our SGS central office for making this all possible. We are also deeply beholden to our donors, without whom growth and innovation would be much more difficult.

Sincerely,

*Norman Kaimark*



*Photos contributed by SGS students who participated in the Division's annual photo contest. See page 23 for image credits and descriptions.*

# CENTERS & PROGRAMS, 2013-14

## **CENTER FOR AFRICAN STUDIES**

Director: Sean Hanretta  
Associate Director: Laura Hubbard  
africanstudies.stanford.edu

## **CENTER FOR EAST ASIAN STUDIES**

Director: Gordon Chang  
Associate Director: John Groschwitz  
ceas.stanford.edu

## **CENTER FOR LATIN AMERICAN STUDIES**

Director: Rodolfo Dirzo  
Associate Director: Elizabeth Sáenz-Ackermann  
las.stanford.edu

## **CENTER FOR RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES**

Director: Pavle Levi  
Associate Director: Jovana Knežević  
creees.stanford.edu

## **CENTER FOR SOUTH ASIA**

Director: Thomas Blom Hansen  
Associate Director: Sangeeta Mediratta  
southasia.stanford.edu

## **THE EUROPE CENTER**

Director: Kenneth Scheve  
Program Administrator: Karen Haley  
europe.stanford.edu

## **FORD DORSEY PROGRAM IN INTERNATIONAL POLICY STUDIES**

Director: Kathryn Stoner  
Associate Director: Sara Tung  
ips.stanford.edu

## **FRANCE-STANFORD CENTER FOR INTERDISCIPLINARY STUDIES**

Director: Amalia Kessler  
Program Coordinator: Isabelle Collignon  
francestanford.stanford.edu

## **HAMID AND CHRISTINA MOGHADAM PROGRAM IN IRANIAN STUDIES**

Director: Abbas Milani  
Program Manager: Pasang Sherpa  
iranian-studies.stanford.edu

## **MEDITERRANEAN STUDIES FORUM**

Director: Robert Crews  
Associate Director: Burçak Keskin-Kozat  
mediterraneanstudies.stanford.edu

## **PROGRAM IN INTERNATIONAL RELATIONS**

Director: Michael Tomz  
Program Manager: Christelle Sheldon  
internationalrelations.stanford.edu

## **SOHAIB AND SARA ABBASI PROGRAM IN ISLAMIC STUDIES**

Director: Robert Crews  
Associate Director: Burçak Keskin-Kozat  
islamicstudies.stanford.edu

## **TAUBE CENTER FOR JEWISH STUDIES**

Director: Steven P. Weitzman  
Center Manager: Linda Huynh  
jewishstudies.stanford.edu

## **WSD HANDA CENTER FOR HUMAN RIGHTS AND INTERNATIONAL JUSTICE**

Director: David Cohen  
Associate Director: Penelope Van Tuyl  
handacenter.stanford.edu

## **COLLABORATIVE PROJECTS**

### **INNER ASIA @ STANFORD**

Faculty Coordinator:  
Yuhan Sohrab-Dinshaw Vevaina  
innerasia.stanford.edu

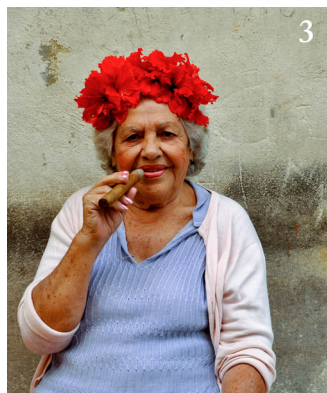
### **STANFORD HUMAN RIGHTS EDUCATION INITIATIVE**

Program Coordinator: Molly Aufdermauer  
shrei.stanford.edu

### **GLOBAL STUDIES INTERNSHIP PROGRAM**

Program Manager: Denise Chu  
global-internships.stanford.edu

# NATIONAL RESOURCE CENTERS



Supported by the U.S. Department of Education under the auspices of Title VI, Section 602(a) of the Higher Education Act of 1965, National Resource Centers (NRCs) strengthen access to and training in the major languages of their respective regions and broaden area studies training across all disciplines. Resources are focused on:

- Teaching of modern foreign languages, such as Chinese, Quechua, and Ukrainian
- Research and training in area studies
- Providing outreach and consultative services on a national, regional, and local basis, such as the Stanford Human Rights Education Initiative and teacher education workshops

SGS is home to three NRCs:

- East Asian Studies
- Latin American Studies
- Russian, East European and Eurasian Studies

## FOREIGN LANGUAGE AND AREA STUDIES (FLAS)

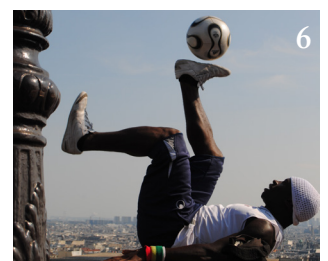
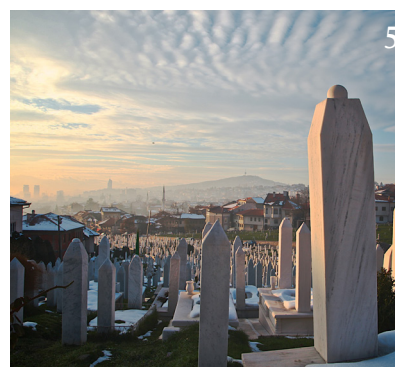
In 2013–14, our NRCs provided students with more than \$1.2 million in Title VI funds for language study.

Academic year fellowships were awarded for the study of:

- Chinese
- Japanese
- Portuguese
- Quechua
- Russian

Summer fellowships were awarded for the study of:

- |                  |              |
|------------------|--------------|
| • Chinese        | • Nahuatl    |
| • Hindi          | • Portuguese |
| • Igbo           | • Quechua    |
| • Japanese       | • Russian    |
| • Kaqchikel Maya | • Sanskrit   |
| • Kazakh         | • Twi        |
| • Korean         | • Wolof      |
| • Modern Hebrew  |              |



Photos contributed by SGS students who participated in the Division's annual photo contest. See page 23 for image credits and descriptions.

# 2013-14 HIGHLIGHTS

## Stanford Global Studies Renamed

Starting in January 2014, the Division of International, Comparative and Area Studies (ICA) changed to Stanford Global Studies (SGS) while remaining a division of the School of Humanities and Sciences.



## CEAS Expands Korean Studies at Stanford

Stanford University has a quickly growing Korea Studies presence on campus, largely spearheaded by the enthusiasm of East Asian Languages and Cultures Associate Professor of Korean Studies Dafna Zur and programming by the Center for East Asian Studies.



Following the success of the “Memory and National Identity in North Korean Cultural Production Conference” in 2012, Dafna, alongside Professor Yumi Moon (History), organized the Korea Colloquium on History and Culture, a year-long series bringing Korea Studies scholars from all over the world to present on various topics at Stanford. The series is made possible by collaboration between the Korea Program, Shorenstein APARC and the Center for East Asian Studies. Now in its second year, the series recently hosted novelist Shin Kyung-sook, the first Korean and first woman to win the Man Asian Literary Prize, for her 2012 novel *Please Look After Mom*.

“The idea was that ‘Global Studies’ better fit the broad set of tasks that we now do and will better fit our aspirations for the future,” said Norman Naimark, Director of Stanford Global Studies.

## SGS Welcomes the WSD HANDA Center

In early 2014, Stanford Global Studies announced the addition of a new center in the division. Directed by Professor David Cohen and Penelope Van Tuyl, the WSD HANDA Center for Human Rights and International Justice brings an engaging portfolio of projects to the SGS community, including the Virtual Tribunal project, which is an effort to compile a comprehensive database of war crimes tribunal records, as well as an active training program for students interested in international criminal tribunal monitoring.

“We’re sure that the Handa Center will help satisfy the tremendous student demand for opportunities to gain practical experience working in the fields of human rights and international justice,” said Executive Director Kim Rapp.

## Thinking Through Africa

In spring 2014, CAS faculty created and piloted the first Thinking Matters gateway course for freshmen focused on Africa, called “Thinking Through Africa: Perspectives on Well Being and Development.” This class was co-taught by a team of prominent Africanists: David Abernethy from Political Science, Jim Campbell from History, Jenna Davis from Civil and Environmental Engineering, and Joel Samoff from the Center for African Studies. Working with the faculty were three Teaching Fellows from anthropology, history, and environmental studies. The teaching team brought over a century of research and teaching experience on Africa to the 60 students in the class.



By the end of the quarter, students engaged in nuanced debates about topics such as whether development assistance has aided or hurt Africa, the connections between well-being and infrastructure, and how the legacies of the slave trade and colonialism shape how the continent is viewed. In 2015, anthropology professor James Ferguson will be part of the teaching team, introducing a new cohort of students to the study of Africa.

## CLAS Expands Its K-12 Public Engagement Programming

In addition to the Stanford Academic Alliance for Global Enrichment (SAAGE) program, an award-winning community-based academic partnership between Bay Area high schools and Stanford University, CLAS has established a Stanford Science partnership with the Cesar Chavez Academy of Palo Alto. This initiative focuses on STEM (Science, Technology, Engineering, and Mathematics), bringing elementary school students from Cesar Chavez Academy of Palo Alto to Bolivar House on a weekly basis during the fall quarter to learn science in several Stanford science laboratories and in the Jasper Ridge Biological Preserve.



The program includes a tour of the rain forest ecosystem of the California Academy of Sciences in San Francisco. In these sessions, students receive an introductory presentation of the theme of study for the session, followed by a demonstration of the corresponding laboratory, engaging the students in some activity representative of the research being done there and allowing for the interaction of outstanding Stanford professors and PhD candidates and local students. During his presentation on the ecology and biodiversity of rain forests at the California Academy of Sciences, CLAS Director and Professor in the Biology Department Rodolfo Dirzo brought an emphasis on Latin America to the Stanford Science program.



## 2013-14 HIGHLIGHTS

### Fabio De Leonardis Named the 2014 Wayne Vucinich Fellow

The Center for Russian, East European and Eurasian Studies named Fabio De Leonardis, PhD, its 2014 Wayne Vucinich Visiting Scholar Fellow. The Wayne Vucinich Fellowship, founded in 2012, provides recent PhDs researching the region an opportunity to pursue their scholarly work in the Stanford community for one academic quarter.

While at Stanford, De Leonardis, who pursued his current research project comparing the cult of personality of Saparmurat Niyazov in Turkmenistan with that of the Kaddafi regime in Libya, presented his research in a seminar to Stanford faculty and students.

### CSA Brings a Technology, Accountability and Democracy Conference to South Asia

The Center for South Asia held a multidisciplinary conference, titled “Technology, Accountability and Democracy in South Asia and Beyond,” in January at the University of Mumbai, India.

In collaboration with Stanford’s Freeman Spogli Institute for International Studies and its Center on Democracy, Development, and the Rule of Law, as well as the Stanford Alumni Association of India, this was the first time CSA held an international conference in South Asia. The conference was based on four broad themes: (1) technology and the electoral process; (2) combating “last-mile” corruption in public services; (3) gender, technology, and accountability; and (4) building safeguards around India’s Aadhaar project. There were 60 presenters and 160 participants from various universities, NGOs, and other organizations from South Asia, the United Kingdom, the United States, and Cambodia.

### New Internship Program for Undergraduates

Stanford undergraduates now have the opportunity to develop a deep understanding of contemporary European political society by interning with leading European think tanks and international organizations.

This past summer, The Europe Center’s Undergraduate Internship Program in Europe sponsored four internships with two Brussels-based think tanks: Centre for European Policy Studies (CEPS) and Bruegel. Laura Conigliaro (BA ’15, International Relations) filled the position with CEPS, while Elsa Brown (BA ’15, Political

CENTER FOR  
RUSSIAN,  
EAST  
EUROPEAN &  
EURASIAN  
STUDIES



Science), Noah Garcia (BA ’14, International Relations; MA ’15, Public Policy) and Jana Persky (BA ’16, Public Policy) were selected for the positions at Bruegel. The interns worked on projects ranging from analyzing trade policy to creating policy briefs for the new European Union Commission.

Plans to expand the program are in motion with the European Parliament and the Organisation for Economic Co-operation and Development (OECD). TEC is also developing relationships with businesses, as well as governmental and non-governmental organizations in Europe.

### International Policy Studies Launched the Stanford-Vienna Academic Exchange

Stanford University launched a three-year pilot project to carry out an academic exchange between the Ford Dorsey Program in International Policy Studies (IPS) and the Diplomatic Academy of Vienna’s hallmark program, the Master of Advanced International Studies (MAIS).

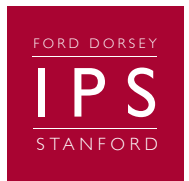
Through this new initiative, two graduate students from each institution were selected to spend autumn quarter in an academic exchange at the other institution, where they enrolled in courses, pursued extracurricular activities, and participated in the academic life of the host institution. In addition, each pair of graduate students received travel funding to do research and visit international organizations in the United States and Europe.

During their time in Vienna, IPS students completed a full course load while also participating in their capstone practicum project at Stanford. The intensive course of study at the Diplomatic Academy provided IPS students the opportunity to work with renowned European scholars and a vibrant group of students at one of Europe’s most highly regarded international studies institutions.

### New Series of Fellowships Focused on France

FRANCE-STANFORD CENTER  
for Interdisciplinary Studies

Beginning in 2013–2014, the France-Stanford Center launched a series of new fellowship programs aimed at undergraduates, graduate students, postdoctoral scholars, and junior faculty from France and Stanford interested in undertaking an individual course of research either at Stanford or in France. With the center’s support, these younger scholars have pursued research in a variety of fields, including mathematics, anthropology, Islamic Studies, East Asian Studies, and medicine. The center has also begun annually funding an undergraduate student in the French Department seeking to pursue research in France.



## 2013-14 HIGHLIGHTS

### Iranian Studies Announced Inaugural Bitra Prize for Young Persian Artists

Each year the Hamid & Christina Moghadam Program in Iranian Studies issues the Bitra Prize for Persian Letters, which recognizes and celebrates a lifetime of artistic achievement and is given to an artist of Iranian ancestry. This year, the Program in Iranian Studies introduced a second award—this one aimed at identifying and developing the careers of young Persian artists.

On March 12, Dena Taherianfar, a seventeen-year-old concert pianist from Tehran, received the inaugural Bitra Prize for Young Persian Artists. She performed for over 300 attendees at the stunning Bing Concert Hall, selecting arrangements from Beethoven, Saint-Saëns, Ravel, and Rachmaninoff.

“Dena Taherianfar embodies the talent, discipline, dedication, and early accomplishments celebrated and supported by the Bitra Prize,” said Abbas Milani, the Hamid & Christina Moghadam Director of Iranian Studies.

“This award will be my greatest incentive to finding the meaning of life through music,” responded Taherianfar upon receiving the prize. “I hope I will be the person who one day inspires other young Persian artists—those who are not known by anyone, have not been supported, and have no resources except the gift of music within them.”

### Jasmina Bojic Awarded UNESCO’s Fellini Medal

International Relations lecturer Jasmina Bojic was awarded UNESCO’s Fellini Medal on May 24, 2014, in Paris. Bojic is the Founder and Executive Director of the United Nations Association Film Festival (UNAFF). The International Council for Film, Television and Audiovisual Communication (ICFT) presented the award to Bojic in recognition of her exceptional contribution to promoting the principles of the Universal Declaration of Human Rights through the art of documentary film.

Presenting the award, the ICFT stated, “Over the years UNAFF has become a highly regarded platform for intrepid documentaries, with a stellar reputation with filmmakers and audiences alike. Through the ‘Camera As Witness’ program, which Ms. Bojic created at Stanford University, UNAFF and its films have become an invaluable tool in the education process as well.”



### Beyond the Islamic Public Sphere in Africa

In April, the Sohaib and Sara Abbasi Program for Islamic Studies hosted a conference that featured innovative approaches to the study of Islam in Africa, a field that is generating excitement among scholars working on Islam and Muslim societies around the globe.

The program convened scholars from Africa, North America, and Europe to examine the multiple contexts in which African men and women have imagined varied avenues of political engagement and religious activism over the past hundred years. Through close readings of photography, poetry, women’s reformist tracts, memoirs, the writings of clerics, and other sources, the participants explored the utility of the concept of a “public sphere” in illuminating the complexity and sophistication of Muslim politics in Africa in the modern era.

### Jewish Studies Developed Short Story Contests for Stanford Undergraduates

**Stanford** | Jewish Studies  
TAUBE CENTER FOR JEWISH STUDIES

Stanford students had the opportunity to submit stories for the Taube Center for Jewish Studies’ inaugural short story contest. The contest aimed to highlight the depth and diversity of the Jewish experience, as told through the eyes of Stanford’s undergraduate writers.

Sophomore Beatrice Garrard took the grand prize for her story “A Man Without a Watch,” which is based on a Jewish folktale. The \$600 prize includes a one-year mentorship with Sara Houghteling, a writer and lecturer in Continuing Studies. Second prize was awarded to freshman Max Weiss for “Kasanov’s Bakery,” while two third-place prizes were awarded to senior Alberto Hernandez for his work “Tefillin,” and to senior Kim Leon for her story “Babel.”

Associate Director Marie-Pierre Ulloa developed the contest to encourage undergraduates to explore the Jewish experience. “Among the many submissions we received, several stood out because of their compelling narrative and velocity,” Ulloa said.

Due to the success of this year’s contest, the Taube Center plans to continue it. Information can be found on the Taube Center website: <http://jewishstudies.stanford.edu/undergraduate-opportunities-jewish-studies>.



## WSD HANDA Center Monitors the Case Against Khmer Rouge Leaders

Proceedings resumed in Case 002/02 at the Extraordinary Chambers in the Courts of Cambodia (ECCC) this summer, with a preliminary hearing in the case against two surviving senior Khmer Rouge leaders. With the resumption of the trial, the Handa Center began producing trial monitoring reports and television updates through its Asian International Justice Initiative (AIJI). The first written report was published August 25, 2014, while “Facing Justice,” a weekly TV report about the proceedings returned to Cambodian TV screens on September 1. Jessie Brunner (MA ’14, IPS) traveled to Cambodia this summer to monitor the preliminary hearing, and co-authored the first report with Handa Center Associate Director Penelope Van Tuyl and two others. Daniel Mattes (BA ’12, IR) served as lead monitor starting in mid-October, attending daily proceedings in Phnom Penh, and overseeing publication of weekly written reports as well as collaborating with a local film company, Khmer Mekong Films, on the production of further episodes of “Facing Justice.” Current and archived AIJI trial monitoring reports and corresponding episodes of “Facing Justice” can be found on the Handa Center website at <https://handacenter.stanford.edu/reports-list> and <http://handacenter.stanford.edu/videos>, respectively.



## SHREI Fellows Broaden the Conversation About Human Rights

Eight SHREI Human Rights Educator Fellowships were given in 2013–14, representing a variety of community colleges and disciplines. They were:

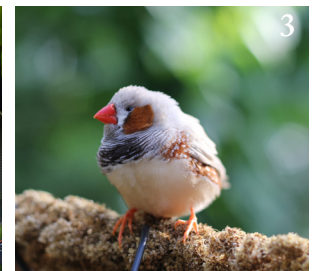
- Celso Batalha, Physics, Evergreen Valley College
- Chesa Caparas, English, De Anza College
- Mary Conroy Zouzoulas, Global Studies, Psychology, Child Development, San Jose City College
- Patricia Gibbs Stayte, Sociology, Foothill College
- Jordan Hayes, English, Foothill College, College of San Mateo
- Lesley Loudon, Photography, Foothill College, Cabrillo College, and West Valley College
- Julie Maia, English, Women and Gender Studies, West Valley College
- Erica Onugha, English, Foothill College



and their colleagues in the community college system,” noted Dr. Kim Rapp, SHREI’s director.

## Global Studies Internship Program Expands Globally

Thanks to the support of alumni in Brazil and India, the Global Studies Internship Program (formerly East Asia Internship Program) successfully expanded to Latin America and South Asia in 2014. The program awarded 35 students internships in Brazil, China, Hong Kong, India, Japan, Korea, Nicaragua, and Taiwan. Students from 31 majors applied to the program, compared to 20 majors last year. The purpose of the program is to offer students an opportunity to extend classroom knowledge into the world through immersive cultural and work experiences. The internship positions cover a wide range of fields, including business, non-profit, media, education, medicine, art, technology, science and government.



Photos contributed by SGS students who participated in the Division’s annual photo contest. See page 23 for image credits and descriptions.

“The SHREI fellows were extremely motivated individuals, with lots of expertise to share with each other, the Stanford community,

## STUDENT RESEARCH

Eleven SGS centers and programs provided 171 undergraduate and graduate students with funding for research opportunities in nearly 50 locations around the world. Grants and fellowships ranged from \$500 to \$10,000.

### SGS programs providing funding:

- Abbasi Program in Islamic Studies
- Center for African Studies
- Center for East Asian Studies
- Center for Latin American Studies
- Center for Russian, East European and Eurasian Studies
- Center for South Asia
- Europe Center
- France-Stanford Center for Interdisciplinary Studies
- International Policy Studies
- International Relations
- Taube Center for Jewish Studies

### Number of students funded:

Undergraduate: 22

Master's: 27

PhD: 120

JD: 1

MD: 1

### TOTAL FUNDING

\$ 685,000

## GLOBAL INTERNSHIPS

In the summer of 2014, SGS offered 74 internship opportunities through six centers and programs to place undergraduate and graduate interns in leading businesses and organizations around the world.

### SGS programs providing funding:

- Center for East Asian Studies
- Center for Latin American Studies
- Europe Center
- Global Studies Internship Program
- International Policy Studies
- International Relations


### Number of students funded:

Undergraduate: 39

Master's: 35

### TOTAL FUNDING

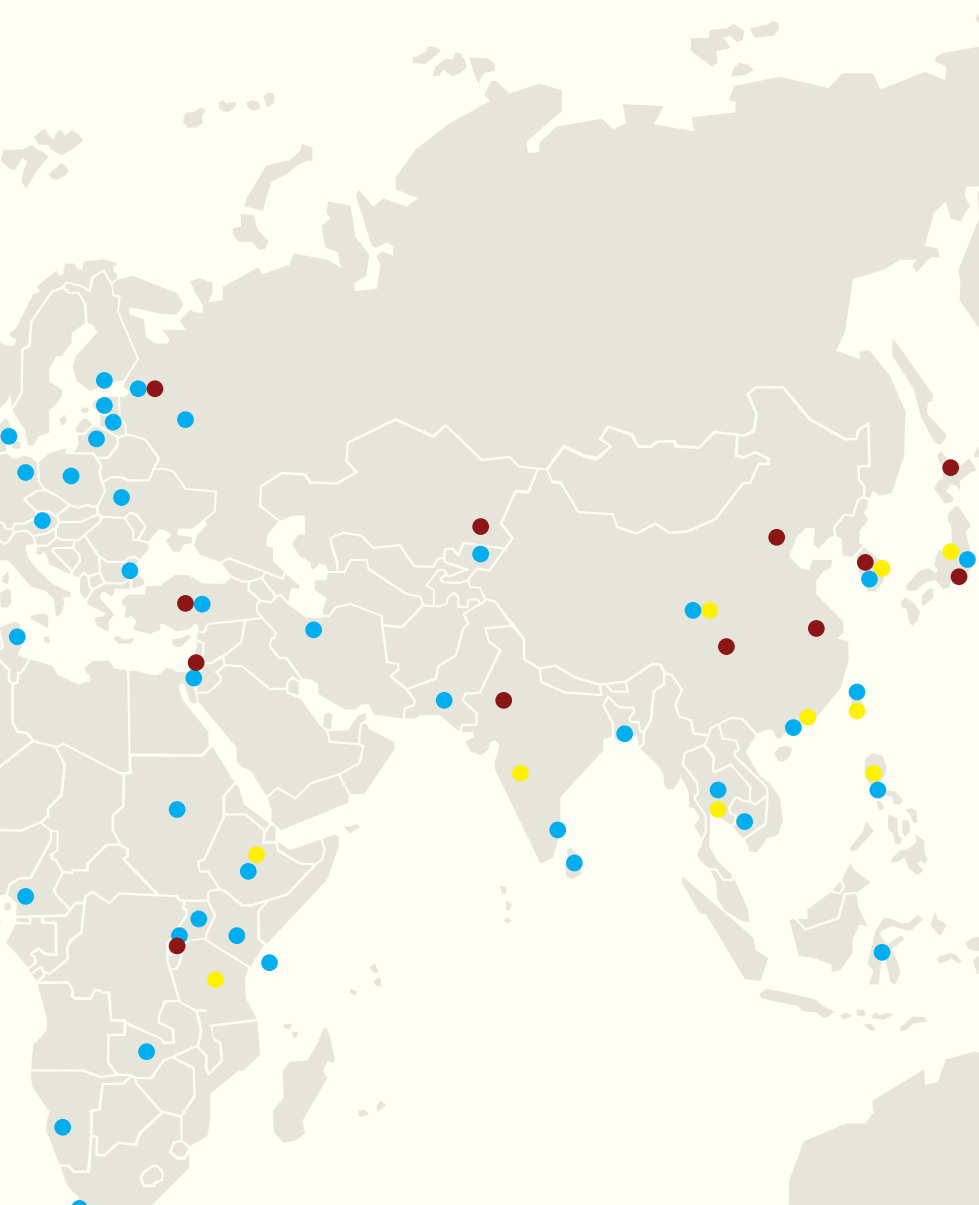
\$ 275,000

- 
- 2014 SGS Student Research Locations
  - 2014 SGS Language Study Locations
  - 2014 SGS Internship Locations

# LANGUAGE STUDY

In 2013–14, SGS programs and centers offered 66 students intensive study opportunities in the following languages:

- Abbasi Program in Islamic Studies
  - Arabic
  - Turkish
- Center for African Studies
  - Afrikaans
  - Amharic
  - Igbo
  - Kinyarwanda
  - Swahili
  - Twi
  - Wolof
  - Xhosa
  - Yoruba
  - Zulu
- Center for East Asian Studies
  - Chinese
  - Japanese
  - Korean
- Center for Latin American Studies
  - Kaqchikel Maya
  - Nahuatl
  - Portuguese
  - Quechua
- Center for Russian, East European and Eurasian Studies
  - Czech
  - Hungarian
  - Kazakh
  - Polish
  - Romanian
  - Russian
  - Turkish
  - Ukrainian
  - Yiddish
- Center for South Asia
  - Hindi
  - Punjabi
  - Sanskrit
- Taube Center for Jewish Studies
  - German
  - Greek
  - Hebrew
  - Yiddish



## COUNTRIES OF INTERNSHIPS, LANGUAGE STUDY, AND/OR RESEARCH

- |                      |              |                |                  |
|----------------------|--------------|----------------|------------------|
| • Austria            | • France     | • Latvia       | • Spain          |
| • Bangladesh         | • Germany    | • Lithuania    | • Sri Lanka      |
| • Belgium            | • Ghana      | • Mexico       | • Sudan          |
| • Brazil             | • Guatemala  | • Morocco      | • Taiwan         |
| • Bulgaria           | • Haiti      | • Namibia      | • Thailand       |
| • Cambodia           | • Hong Kong  | • Nicaragua    | • Tunisia        |
| • Cameroon           | • India      | • Nigeria      | • Turkey         |
| • Canada             | • Indonesia  | • Pakistan     | • Uganda         |
| • Chile              | • Iran       | • Peru         | • Ukraine        |
| • China              | • Israel     | • Philippines  | • United Kingdom |
| • Denmark            | • Italy      | • Poland       | • United States  |
| • Dominican Republic | • Japan      | • Portugal     | • Venezuela      |
| • Estonia            | • Kazakhstan | • Russia       | • Zambia         |
| • Ethiopia           | • Kenya      | • Rwanda       | • Zanzibar       |
| • Finland            | • Korea      | • Senegal      |                  |
|                      | • Kyrgyzstan | • South Africa |                  |

## Number of students funded:

Undergraduate: 15

Master's: 32

PhD: 17

JD: 2

## TOTAL FUNDING

\$ 1,510,000

# ACADEMIC PROGRAMS

## DEGREES GRANTED

### BACHELOR OF ARTS

International Relations..... 68

### HONORS

International Relations..... 5

### UNDERGRADUATE MINOR

International Relations..... 6

African Studies ..... 5

Latin American Studies..... 1

## UNDERGRADUATE PROGRAMS

SGS supports undergraduate interdisciplinary majors, minors, and honors programs. Over 140 students were enrolled in the Division’s undergraduate programs in 2013–14, exploring global, regional, and domestic factors occurring in contemporary politics, culture, and history. Most SGS undergraduate students study overseas and acquire fluency in a second language as part of their degree requirements.

Within SGS, undergraduate students can major in International Relations. Minors are available in African Studies, International Relations, Jewish Studies, and Latin American Studies. Honors options are available in International Relations and Latin American Studies.

*International Relations allows your journey of self-discovery to have no limits or boundaries. This academic freedom is balanced by the instruction of world-class professors and transforms eager students into world citizens.*

### Chinenye Ogwumike, BA '14 , International Relations

*Captain of Stanford Women’s Basketball Team*



### CHINENYE OGWUMIKE: STAR ATHLETE AND INTERNATIONAL RELATIONS GRADUATE

Throughout her Stanford career, International Relations alumna Chinenye Ogwumike helped lead the women’s basketball team with her discipline on the court and in the classroom.

After record-setting seasons with the Stanford team, she was 2014’s No. 1 draft pick for the WNBA, where she now plays for the Connecticut Sun.

While at Stanford, she specialized in Africa and Comparative International Governance, completed an internship in Nigeria to fulfill IR’s overseas requirement, served as executive officer on the Cardinal Council, and was an ASSU representative.

Her hard work and dedication led to her being the Capital One Academic All-American of the Year recipient, the Pac-12 Women’s Basketball Scholar Athlete of the Year, the John R. Wooden Award winner, as well as being named the Associated Press & WBCA All-American athlete.

*International Relations alumna and women’s basketball star Chinenye Ogwumike, left, with her advisor, Professor Condoleezza Rice, at Stanford’s 2014 commencement ceremony.*

# ACADEMIC PROGRAMS

## GRADUATE PROGRAMS

SGS hosts four one-year master's degree programs in African Studies, East Asian Studies, Latin American Studies, and Russian, East European and Eurasian Studies, and a two-year master's program in International Policy Studies. Each aims to provide students with training and in-depth exposure to regional affairs, as well as offering collaborative student cohorts, involved and supportive faculty, small class sizes, individualized advising, and competitive internship, fellowship, research, and travel opportunities.

In 2013–14, a total of 115 students pursued master's degrees in SGS. Nearly a third were from countries outside the U.S., and the majority were women.

## DEGREES GRANTED

### MASTER OF ARTS

East Asian Studies .....	26
International Policy Studies .....	16
Latin American Studies .....	11
Russian, East European and Eurasian Studies .....	6
African Studies .....	4

*My experience in Cambodia was invaluable as I poise myself to begin a career in the field of transitional justice. I plan to return to the region to continue community engagement and trial monitoring work connected to the Extraordinary Chambers in the Courts of Cambodia (ECCC).*

**Jessie Brunner, MA '14, International Policy Studies**

*Global Perspectives Grant Recipient*

## GLOBAL PERSPECTIVES GRANTS

A generous gift from the Friends of Stanford University Foundation in Taiwan recently enabled the Stanford Global Studies Division to award ten "Global Perspectives" grants to help fund summer SGS graduate student research.

"The applicants' projects demonstrated the geographical range and academic depth of our MA programs," said Norman Naimark, Director of Stanford Global Studies. "Their research took them to many parts of the world, where they actively engaged with issues such as HIV transmission, police security, women's soccer, Asian art, and more. We're pleased to be able to provide this funding for MA students."

Congratulations to the summer 2014 recipients:

- **Alexandra Broner**  
Center for African Studies
- **Jessie Brunner**  
International Policy Studies
- **Jessie Bullock**  
International Policy Studies
- **Asia Chiao**  
Center for East Asian Studies
- **Chen Fang**  
Center for East Asian Studies
- **Taylor Mayol**  
Center for African Studies
- **Megan Shutzer**  
International Policy Studies
- **Walter Thompson-Hernandez**  
Center for Latin American Studies
- **Xiang Zhai**  
Center for East Asian Studies
- **Jinan Zhang**  
Center for East Asian Studies



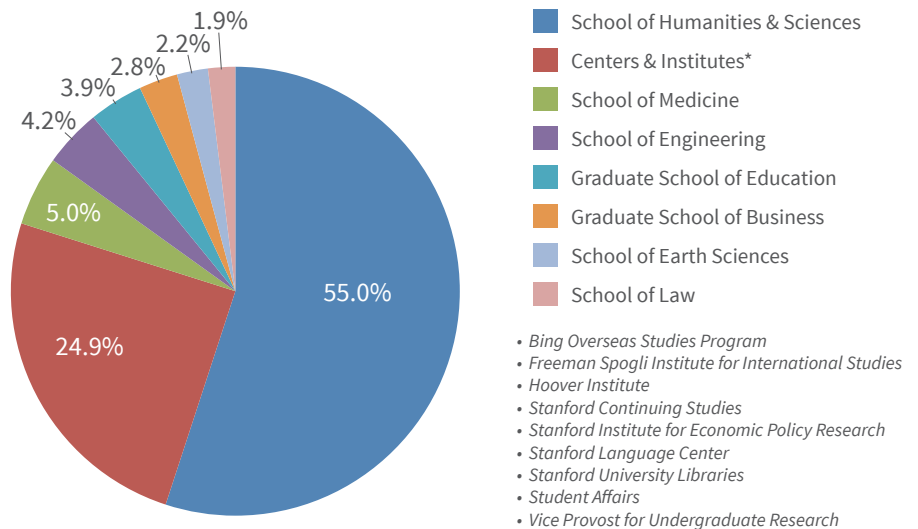
*Jessie Brunner, right, spent a month in Phnom Penh to work on the Voices for Reconciliation project with Stanford's WSD HANDA Center on Human Rights and International Justice.*

# FACULTY

The 358 faculty affiliated with SGS centers and programs represent every school at Stanford—Business, Earth Sciences, Education, Engineering, Law, Medicine, and Humanities and Sciences—as well as many of Stanford’s centers and institutes, where multidisciplinary research extends beyond the scope of any one of the university’s schools.

Our faculty are uniquely qualified and positioned to help students tackle the complexities of the many problems we face around the world and expand their focus to include a global perspective.

## PERCENT OF SGS-AFFILIATED FACULTY BY SCHOOL



**William Durham**

*Bing Professor in Human Biology and co-director of Stanford’s Osa and Golfito Initiative in Costa Rica (INOGO)*

### A CONVERSATION WITH WILLIAM DURHAM: THE VALUE OF AN INTERDISCIPLINARY EDUCATION

One of the things I’ve learned is that the major problems of the world today have components and issues that are intrinsically multidisciplinary. Take the major diseases of our time, whether Ebola, HIV or others. They have a component that’s biology, while at the same time a component that’s about human beings in a society. You need to understand enough of both biology and social science so that you’re not blindsided by the problem of how to intervene to resolve an epidemic whatever it might be.

I spent a lot of time in the field with Prof. Rodolfo Dirzo from Biology and the Center for Latin American Studies, as well as with some of his students doing research in Costa Rica. I feel that a mutual interdisciplinary education was part of our success. You learn so much from one another. Everyone brings such different skills and different questions to fieldwork.

What was especially exciting for us was that we were able to work together to find a series of tasks where we could work separately on the things we needed to do, and then work together as research assistants for the others on the team.

Periodically we would assess how we were doing, and it was so helpful to be able to get immediate feedback. Because of this interdisciplinary “meeting of the minds,” we could revise our questions while still in the field, change our approach, or add new components to the study.

It didn’t always work like this at Stanford. I used to go into projects and it would feel like a competition. Eventually, there was a real shift. Partly, I think it’s been from the individuals involved, but partly it’s been a groundswell. It’s a change in the way people are perceiving the skill sets we need to bring together to solve the world’s problems. I think it’s really useful to start this at an undergraduate level and perhaps even earlier. Programs like SGS are really helpful in eliminating that prejudice where one discipline believes they know best. Rather, it’s more about what you can bring to improve the success of the collaboration. What tools do you have that are going to help solve this problem? I find that so much more engaging.

*The full conversation can be accessed on the SGS website: [sgs.stanford.edu/news/2014/durham\\_interview](http://sgs.stanford.edu/news/2014/durham_interview)*



As a premier university dedicated to international study, Stanford offered a wide range of courses focused on international and area studies in 2013–14. SGS provided \$1.7M for over 150 additional courses that enrolled more than 700 students to enhance the university’s global curriculum.

## COURSES OFFERED AND FUNDED BY SGS CENTERS AND PROGRAMS

### FALL 2013

- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Advanced Reading in Portuguese, Fourth-Year Portuguese</li> <li>• Architecture, Acoustic and Ritual in Byzantium</li> <li>• Beginning Bengali</li> <li>• Beginning Pashto</li> <li>• Behind the Headlines: An Introduction to Modern Afghanistan, Pakistan, and India</li> <li>• Camera as Witness</li> <li>• Current Issues in Russian, East European, and Eurasian Studies</li> <li>• Direct Reading</li> <li>• Emmanuel Levinas: Ethics, Philosophy and Religion</li> </ul> | <ul style="list-style-type: none"> <li>• First-Year Czech</li> <li>• First-Year Hebrew</li> <li>• First-Year Kazakh</li> <li>• First-Year Modern Persian</li> <li>• First-Year Polish</li> <li>• First-Year Quechua</li> <li>• First-Year Yiddish</li> <li>• From Innovation to Implementation: How Government Can Develop and Apply New Ideas</li> <li>• Hebrew Forum</li> <li>• History and Politics in Russian and Eastern European Cinema</li> <li>• Honors Research Seminar</li> <li>• Hungarian, Directed Reading</li> <li>• Intermediate Urdu</li> </ul> | <ul style="list-style-type: none"> <li>• International Law and International Relations</li> <li>• Introduction to Israeli Politics</li> <li>• Iranian Cinema and Meaning</li> <li>• Justice</li> <li>• Lessons in Ecological Restoration: Israel and the Middle East</li> <li>• Modern Jewish Thought</li> <li>• Political Economy of the Arab Revolutions</li> <li>• Politics of Humanitarian Action</li> <li>• Presidents and Foreign Policy</li> <li>• Reading Turkish II</li> <li>• Reflection on the Other: The Jew in Arabic Literature, the Arab in Hebrew Literature</li> </ul> | <ul style="list-style-type: none"> <li>• Running Time: Running and Winning Elections</li> <li>• Second-Year Hebrew</li> <li>• Second-Year Hungarian</li> <li>• Second-Year Modern Persian</li> <li>• Second-Year Polish</li> <li>• Second-Year Romanian</li> <li>• Selected Reading in African and Middle Eastern Languages</li> <li>• Third-Year Modern Persian</li> <li>• Third-Year Polish</li> <li>• Topics in International Macroeconomics</li> <li>• U.S. Relations in Iran</li> <li>• U.S., UN Peacekeeping, and Humanitarian War</li> </ul> |
|---|---|---|---|

### WINTER 2014

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Advanced Reading in Portuguese, Fourth-Year Portuguese</li> <li>• America as a World Power</li> <li>• Architecture, Acoustics and Ritual in Byzantium</li> <li>• Beginning Bengali</li> <li>• Beginning Pashto</li> <li>• Beginning Yiddish, Second Quarter</li> <li>• Campaigns and Elections in Israel</li> <li>• Challenging the Status Quo: Social Entrepreneurs Advancing Democracy, Development and Justice</li> <li>• Contemporary Turkish Cinema and Society</li> <li>• Current Issues in Russian, East European, and Eurasian Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Direct Reading</li> <li>• Dynamics of Change in Africa</li> <li>• Economic Development of Latin America</li> <li>• Economics and Political Economy of the Multilateral Trade System</li> <li>• Energy Markets: Theory and Evidence from Latin America</li> <li>• Films of Central Asia</li> <li>• First-Year Czech</li> <li>• First-Year Hebrew</li> <li>• First-Year Kazakh</li> <li>• First-Year Modern Persian</li> <li>• First-Year Polish</li> <li>• First-Year Quechua</li> <li>• First-Year Yiddish</li> <li>• Honors Course</li> <li>• Hungarian, Directed Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Intermediate Urdu</li> <li>• International Human Rights Colloquium</li> <li>• International Mediation and Civil Wars</li> <li>• International Relations of Asia since WWII</li> <li>• Iranian Cinema in Diaspora</li> <li>• Issues in International Economics</li> <li>• Issues in U.S.-Korea Relations</li> <li>• Masterpieces of Hebrew Literature from the Bible to the Present</li> <li>• Minaret and Mahallah: Women and Islam in Central Asia</li> <li>• Political Economy of Development</li> <li>• Political Economy of the EU</li> <li>• Politics in Modern Iran</li> <li>• Readings in Indo-Persian Literature</li> </ul> | <ul style="list-style-type: none"> <li>• Second-Year Hebrew</li> <li>• Second-Year Hungarian</li> <li>• Second-Year Kazakh</li> <li>• Second-Year Modern Persian</li> <li>• Second-Year Polish</li> <li>• Second-Year Romanian</li> <li>• Second-Year Ukrainian</li> <li>• South African Encounters</li> <li>• State and Nation Building in Central Asia</li> <li>• Selected Reading in African and Middle Eastern Languages</li> <li>• Third-Year Modern Persian</li> <li>• Third-Year Polish</li> </ul> |
|--|--|--|---|

### SPRING 2014

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Advanced Reading in Portuguese, Fourth-Year Portuguese</li> <li>• Advanced Turkish for Research</li> <li>• AIDS, Literacy and Land: Foreign Aid and Development in Africa</li> <li>• Architecture, Acoustics and Ritual in Byzantium</li> <li>• Beginning Bengali</li> <li>• Beginning Pashto</li> <li>• Bollywood and Beyond: An Introduction to Indian Cinema</li> <li>• Central Asia Through Films</li> <li>• Civil Society, Protest and Revolution</li> <li>• Contemporary Iranian Theater</li> <li>• Current Issues in Russian, East European, and Eurasian Studies</li> <li>• Czech, Advanced Conversation</li> <li>• Decision Making in U.S. Foreign</li> </ul> | <ul style="list-style-type: none"> <li>• Policy</li> <li>• Diplomacy on the Ground</li> <li>• Direct Reading</li> <li>• Evolution of the Chinese State, 1550–Present</li> <li>• Films of Central Asia</li> <li>• First-Year Czech</li> <li>• First-Year Hebrew</li> <li>• First-Year Kazakh</li> <li>• First-Year Modern Persian</li> <li>• First-Year Polish</li> <li>• First-Year Yiddish</li> <li>• Future of the European Union</li> <li>• Geopolitics of Energy</li> <li>• Global Catholicism</li> <li>• Governance, Corruption and Development</li> <li>• Honors Field Research</li> <li>• Hungarian, Directed Reading</li> <li>• Iberian Languages: Structure,</li> </ul> | <ul style="list-style-type: none"> <li>• Variation, and Context</li> <li>• Intermediate Urdu</li> <li>• Introductory Ottoman Turkish</li> <li>• Islam, Iran and the West</li> <li>• Istanbul the Muse: The City in Literature and Film</li> <li>• Jewish American Literature</li> <li>• Mexico: From Colony to Nation, or the History of an Impossible Republic?</li> <li>• Palestine and the Arab-Israeli Conflict</li> <li>• Quechua</li> <li>• Russia, the West and the Rest</li> <li>• Second-Year Hebrew</li> <li>• Second-Year Kazakh</li> <li>• Second-Year Modern Persian</li> <li>• Second-Year Polish</li> <li>• Second-Year Romanian</li> <li>• Second-Year Ukrainian</li> </ul> | <ul style="list-style-type: none"> <li>• Selected Reading in African and Middle Eastern Languages</li> <li>• Socio-Economic Issues in Contemporary Russia and Eastern Europe</li> <li>• Surrealism in Latin America and Spain (Poetry and Fiction)</li> <li>• Technologies of Extinctions: Ecocides and Genocides</li> <li>• Third-Year Modern Persian</li> <li>• Transitional Justice, International Criminal Tribunals and the International Criminal Court</li> <li>• Transition from War to Peace: Peacebuilding Strategies</li> <li>• Two Views on the Place of Religion in Politics: Religion in the Political Sphere and Laicism</li> <li>• U.S. Policy Toward Northeast Asia</li> </ul> |
|---|--|---|---|

### SUMMER 2014

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Selected Reading in African and Middle Eastern Languages</li> </ul> | <ul style="list-style-type: none"> <li>• Genocide and Humanitarian Intervention</li> <li>• Hungarian, Directed Reading</li> </ul> | <ul style="list-style-type: none"> <li>• The International Human Rights Movement: Assessing Its History, Work and Current Challenges</li> </ul> |
|--|---|---|

# GLOBAL INTERNSHIPS

SGS collaborates with alumni, friends, organizations, institutions, and nonprofits to provide internship opportunities around the world. In 2013–14, 74 students participated in internships in 16 countries. The following provided internship experiences to our students.

## BELGIUM

- Bruegel
- Centre for European Policy Studies
- U.S. Mission to the European Union

## BRAZIL

- Associação Saúde Criança
- Bratus Capital
- D'Or Institute for Research and Education (IDOR)
- EuSocio
- Mobile Metrix
- Newfoundland Capital Management

## CHILE

- Ashoka Chile

## CHINA

- Beijing Xiaomi Technology Co.
- Caixin Media
- JUCCE
- Lenovo
- Samsung Opentide
- Time Out Beijing
- Ullens Center for Contemporary Art
- Youth Olympic Committee

## ETHIOPIA

- Teled Medical Services PLC

## HONG KONG

- YFYJupiter

## INDIA

- The Akanksha Foundation
- Shelter Associates
- Forbes Marshall Pvt. Ltd.
- Kagad Kach Patra Kaghtakari Panchayat (KKPKP)

## JAPAN

- Mitsubishi
- Morrison & Foerster LLP
- Rogers Investment Advisors
- NEC
- Ministry of Economy, Trade & Industry

## KOREA

- Asia-Pacific Centre of Education for International Understanding (APCEIU)
- Arirang News
- Korea Institute for Health and Social Affairs (KIHASA)

## NICARAGUA

- blueEnergy

## PERU

- Centro Global para el Desarrollo y la Democracia

## PHILIPPINES

- World Health Organization (WHO), Regional Office for the Western Pacific

## TAIWAN

- AU Optronics
- Kaohsiung Medical University Hospital

## TANZANIA

- USAID Africa Bureau, Economic Growth Office, Program Analytics Unit

## THAILAND

- International Organisation for Migration (IOM)

## UNITED STATES

- Embrace, Inc.
- Leadership Academy for Development
- Walter H. Shorenstein Asia Pacific Research Center (APARC)
- StartX
- Hoover Institute
- World Bank, Benchmarking Business of Agriculture Project
- USAID Africa Bureau, Office of Sudan & South Sudan Programs
- Stellar Pride, Inc.
- Berkman Center for Internet & Society



**Izzah Ahmad, Samsung Opentide**

*Beijing, China*

*In navigating a country I've never set foot in before and immersing myself in a Chinese-speaking environment, I was able to stretch myself beyond my comfort zone and develop a new perspective along the way.*



**Nikki Richardson, blueEnergy**

*Caribbean Coast, Nicaragua (center)*

*My internship taught me how working toward an enormous end goal, such as bringing energy and clean water to all corners of the globe, is carried out effectively through small but unyielding and devoted efforts.*



**Jesus Sandoval, Bratus Capital**

*São Paulo, Brazil (2nd from the left)*

*At Bratus Capital in Brazil, I learned many new things and ultimately not only grew as a Stanford ambassador, but also as a global citizen. If it weren't for GSIP, I would not have had the means or resources to finance my expenditures and experience Brazilian culture.*

The international area centers and programs that make up SGS have influenced the career decisions of thousands of students. Our alumni are truly global. They live throughout the world, have built careers around a diverse range of interests, and value many aspects of their global education since leaving Stanford.

Stanford provided many of them with the skills needed to be policy makers, diplomats, entrepreneurs, journalists, politicians, researchers, teachers, scholars, and global leaders. These paths may diverge, but the experience our students have gained has led them to be responsible citizens and active participants in an increasingly complex and interconnected world. Below they reflect on their professional experience as global citizens:



**Zachary Witlin, MA '12**  
Center for Russian, East European and Eurasian Studies

*Since finishing my master's with CREES, I spent the better part of two years working in Moscow, first in education, and then in the private sector. I am now a political risk consultant for Eurasia Group, a position that depends heavily on my professional, academic, and personal knowledge and experience in the area.*



**Dolly Kikon, PhD '13**  
Center for South Asia

*As an anthropologist who studies South Asia, I see area studies not as a geographically bounded domain of knowledge, but an intersection that enables theoretical questions and intellectual dialogues to connect with pressing issues such as human rights, justice, and equality.*



**Daniel Mattes, BA '12**  
International Relations

*I became very interested in area studies after doing trial monitoring in Cambodia through the Handa Center, where my interests in human rights, justice mechanisms, urban change, and economic development aligned due to its rapid growth and relative lack of democratic consolidation.*



**Sarah Abrevaya Stein, PhD '99**  
Taube Center for Jewish Studies

*Stanford is one of the rare universities where Jewish Studies is a subset of International Studies, which reflects its commitment to understanding and teaching Jewish history and culture as a thread in a global tapestry. This approach has continued to inform my own teaching and research as a scholar at UCLA.*



**Nathan Floyd, BA, BS '07**  
Global Studies Internship Program

*Through GSIP, I worked with a market-leading law firm in Tokyo, which led to living and working in Japan for the past five years, where I've built a technology practice at a law firm, started a tech company, helped youth adjust to a new country, and now serve as Chief of Staff to the CEO at Suntory Holdings.*



**Walter Thompson-Hernandez, MA '14**  
Center for Latin American Studies

*LAS focused my academic interests by creating a strong foundation for my research on immigration and race relations in the U.S. and throughout Latin America, which I use today as a researcher at the University of Southern California Center for the Study of Immigrant Integration (CSII).*

# COMMUNITY BUILDING

Events are at the heart of building the Stanford Global Studies community. By inviting scholars, performers, and other luminaries to speak and collaborate with our faculty and students, SGS events instill deep curiosity and knowledge about other peoples and cultures.

SGS programs and centers brought together over 23,000 attendees, who enjoyed nearly 500 events. Lectures, conferences, workshops, films, concerts, plays, and other events connected faculty, students, and the general public.

TOTAL EVENTS OFFERED BY SGS PROGRAMS & CENTERS	
Presentations & Seminars	228
Conferences, Symposia & Workshops	126
Concerts, Films & Other Cultural Events	65
Student Engagement & Professional Development	60
<b>Total</b>	<b>479</b>

## A YEAR OF SGS EVENTS (OPPOSITE PAGE)

1. Postdoctoral Fellow in Japanese Studies LeRon Harrison (2013–14) played pieces from the repertoire of Japanese Imperial Court Music on the hichiriki (double reed instrument) and ryûteki (dragon flute).
2. Professors Mark von Hagen (left), Yaroslav Prytula (center), and Ambassador Vlad Lupan (right) speak on the crisis in Ukraine.
3. Dr. Haruhisa Handa, with Dean Richard Saller (left) and Professor David Cohen (right), cuts the ceremonial ribbon to launch the WSD HANDA Center for Human Rights and International Justice.
4. IPS students and Stanford Professor Francis Fukuyama meet with human rights lawyer and former national deputy Ricardo Gil Lavedra to learn about the Day of Remembrance for Truth and Justice at the Facultad de Derecho, Universidad de Buenos Aires.
5. Award-winning novelist Mohsin Hamid discusses his work on transnationalism and the representation of Islam in literature.
6. SGS commemorated the 10th anniversary of its summer internship program with a dynamic and engaging seminar on China's economy in the newly built Stanford Center at Peking University.
7. Edith Preciado (BA '14, IR) performs a traditional Latin American dance at the Get To Know SGS event at White Plaza.
8. The France-Stanford Center for Interdisciplinary Studies hosted its annual conference at Stanford. This year's conference focused on the 19th Century French Socialist Press at the Stanford University Libraries.
9. Kim Leon, Tobias Wolff, Beatrice Garrard, Sara Houghteling, Max Weiss, Alberto Hernandez, Marie-Pierre Ulloa, and Maya Arad celebrate Jewish Studies' inaugural short story contest.
10. Adam Tooze, Barton M. Briggs Professor of History at Yale University, delivered the 2014 inaugural Europe Center Lectureship on Europe and the World.
11. CLAS Director Rodolfo Dirzo with a Stanford science class he brought out to Jasper Ridge Biological Preserve to engage in a hands-on study of ecology.
12. CSA affiliates, including faculty, staff, and students, performed *Yoni Ki Baat* to a packed hall. The play is an adaptation of Eve Ensler's *The Vagina Monologues* and raises issues of the oppression and empowerment of women and their sexualities.
13. CAS students share stories of the importance of arts and culture with Kenyan Afropop musician Nameless before he performed at Cemex (back row, from left: Nameless, Kareem Alston, Saida Ali, Laura Hubbard, Mark Koskei, David Kimondiu, Anna West; front row: Vivian Lu and Nisrin Omer).
14. For a life dedicated to artistic freedom, the rights of women, and Persian letters, Iranian Studies honored Mahshid Amirshahy with the Bitá Prize for Persian Arts on November 15, 2013.
15. 2013–14 SHREI Fellows (from left): Julie Maia, Jordan Hayes, Erica Onugha, Chesa Caparas, Patricia Gibbs-Stayte, Celso Batalha, Mary Conroy Zouzoulas, Lesley Loudon.



8

**BETWEEN THEORY AND PRACTICE**  
THE 19TH CENTURY FRENCH SOCIALIST PRESS AT THE STANFORD UNIVERSITY LIBRARIES

STANFORD UNIVERSITY  
CECIL H. GREEN LIBRARY  
1C CLASSROOM, ROOM 166  
557 ESCONDIDO MALL  
STANFORD, CA 94305-6063

**NOVEMBER 1st - NOVEMBER 2nd, 2013**

SUBSCRIPTION



# FINANCIAL SUMMARY

## EXPENSES

Student Aid & Tuition Allowance	\$3,182,498.78
Salaries: Staff & Student Workers	\$2,013,886.65
Programming & Operating Expenses	\$1,910,117.11
Salaries: Academic	\$1,743,633.76
Benefits	\$1,129,130.32
Commitment for FY 2013–14 Activities	\$310,487.43
<b>Total</b>	<b>\$10,289,754.05</b>

## FUNDING

Funding: H&S Dean's Office	\$3,897,378.00
Endowment Income	\$3,058,963.54
Federal Grants & Contracts	\$1,298,446.80
Funding: Provost, President's Office & Other	\$1,087,855.83
Gifts	\$917,109.88
Event Revenue	\$30,000.00
<b>Total</b>	<b>\$10,289,754.05</b>

## GIFTS & SUPPORT

The Stanford Global Studies Division extends sincere appreciation to our contributing alumni, parents, students, and friends for their generous support.

Financial support provides core funding to strengthen our existing programs, help create new ones where needed, enhance interaction among faculty and students, and facilitate collaboration with other university programs.

Funds are focused on activities that impact the broadest range of faculty and students and offer high leverage by encouraging communication and collaboration. Such activities include curriculum development; seminars, symposia, and conferences; visiting scholar programs; development of research networks linking internal and external faculty and students; research initiatives on key topics; and direct financial support for our students—the next generation of outstanding leaders, scholars, and policy makers.

For more information about working with us to enhance global studies initiatives at Stanford, please contact the Associate Director of Development, Scott Sugiura: [ssugiura@stanford.edu](mailto:ssugiura@stanford.edu).

## PHOTO CREDITS

- Cover Yu Zhu (MA '15, CEAS) took "Red Wine," our cover photo, in Pingyao, Shanxin Province, China.
- pp. 2-3 Maria Posa (BS '14) took this photo in La Atacama, Chile, the northernmost desert region in the country.
- p. 5 1: Rafael Burde (MA '14, IPS) took the image of the Taj Mahal in the reflection pool.  
2: Elliot Serbin (BA '15, Philosophy & Political Science) took "Moscow Day in Gorky Park."  
3: Catherine Hsieh, (BA '14, IR) took "Tortuguero Buttress Tree" in Costa Rica during a BOSP seminar.
- p. 7 1: On a road trip from California to New Mexico, Ashley Overbeek (BA '17, IR) captured "Open Road."  
2: Anjali Katta (BA '16) took "Otherworldly Adventures" on a hiking trip up Mount Garibaldi.  
3: Walter Thompson-Hernandez (MA '14, CLAS) took "Abuelita" in the Old Havana neighborhood of Cuba.  
4: Anna Blue (BA '16, IR) captured this rare moment in which the young boy was sitting still.  
5: Jessie Brunner (MA '14, IPS) captured "Cemeteries of Sarajevo" on a trip to Bosnia and Herzegovina.  
6: "The Soccer Player" is another photo from Anna Blue (BA '16, IR), who spent the spring in Paris.
- p. 11 1: Another photo from Walter Thompson-Hernandez (MA '14, CLAS), "Jaded Colors" was taken in Trinidad, Cuba.  
2: Allison Mickel (MA '12, PhD '17, Anthropology) captured this photo of an artist at work in Tanzania.  
3: "Beak" was taken near Vancouver, British Columbia, by Anjali Katta (B.A. '16).
- This page Kate Hassey (BA '16, Economics) took "Perspective" just outside Dimbaza, South Africa.



# Stanford University



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*2014 SGS Annual Report designed by Mark Rapacz*

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