



THREE YEARS IN REVIEW

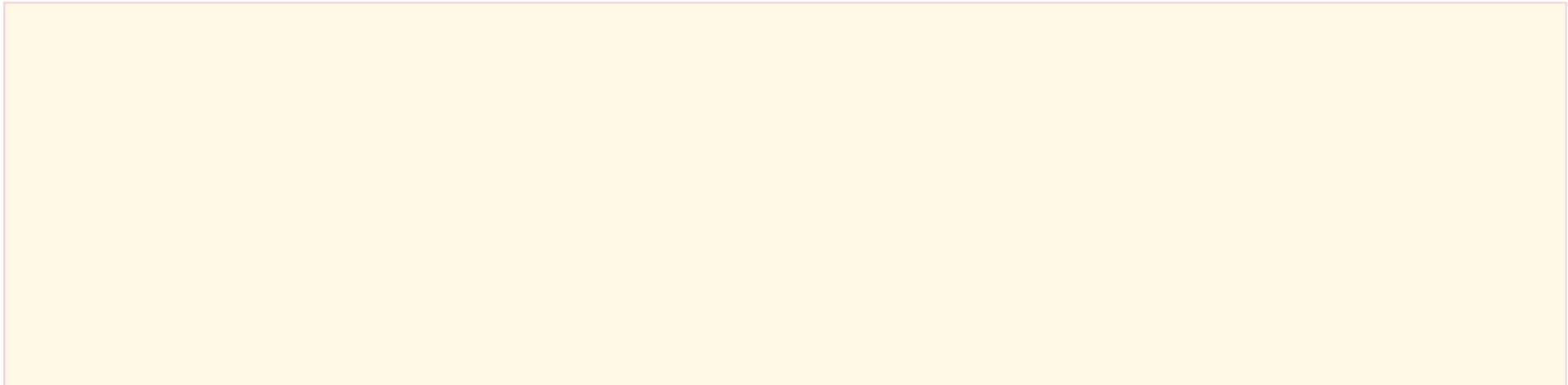
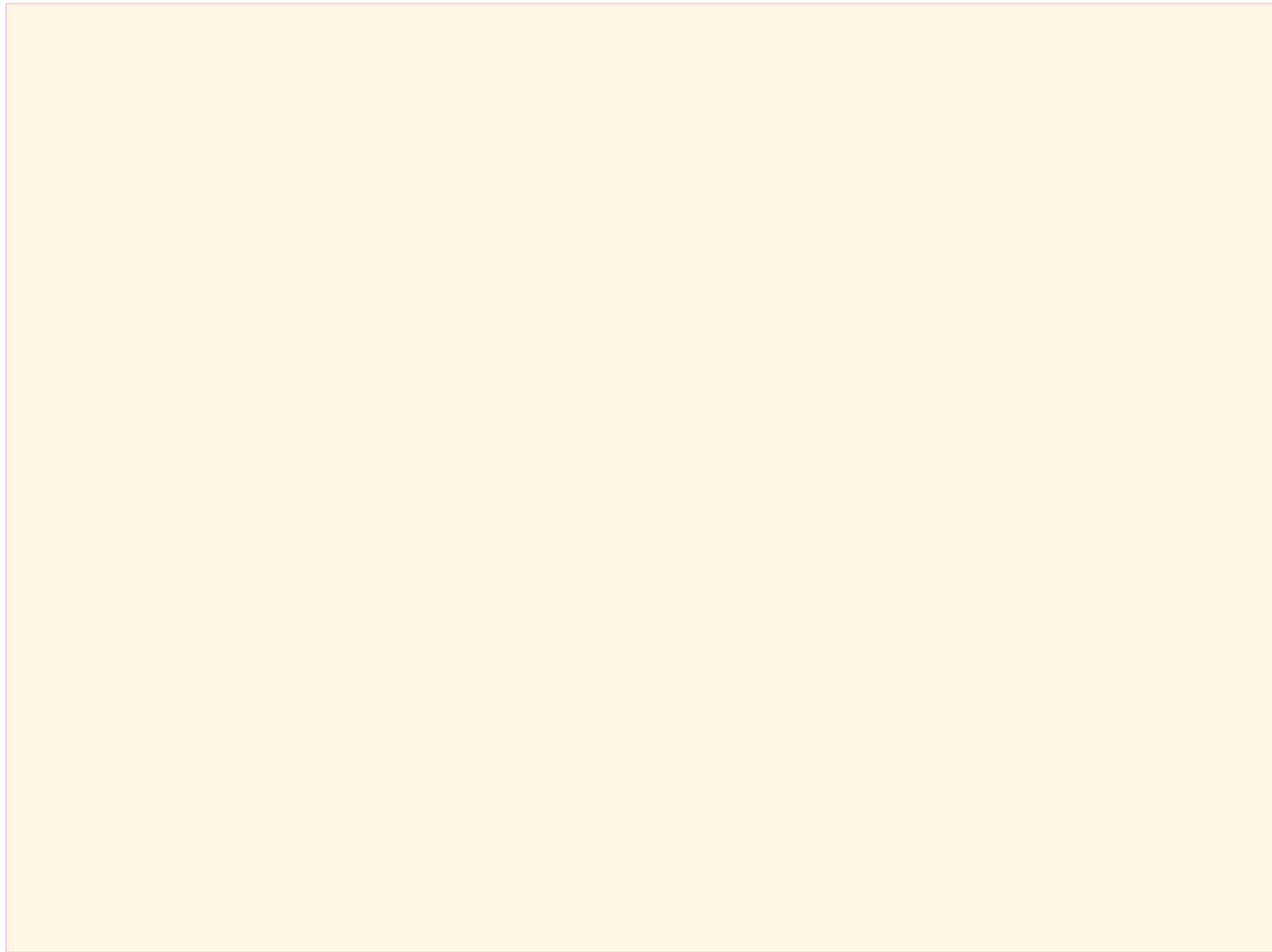
2005-2008

Division of International, Comparative and Area Studies

STANFORD UNIVERSITY



ICA
Division of International
Comparative & Area Studies



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Message from Judith Goldstein

The Division of International, Comparative and Area Studies will celebrate its third birthday at the end of summer 2008. In that time we accomplished what many thought impossible: the creation of a federated interdisciplinary division to focus international studies in the School of Humanities and Sciences (H&S). Bringing together diverse faculty, students and disciplines has been a rewarding challenge. Our integration has brought scholars closer together and facilitated cross-department associations that are the hallmark of Stanford University. The federated unit has facilitated the hiring of exciting young scholars, has brought the graduate students in our area centers into closer contact with each other and has improved our training of undergraduates.

ICA is now composed of fourteen centers and programs. In the 2006-07 year we sponsored and coordinated over 375 events. Nobel Laureat Orhan Pamuk came to campus on the invitation of the Mediterranean Studies Forum and Memorial Auditorium overflowed with members of the Stanford community. In fall 2007 we sponsored the International Political Economy Society's annual conference and over 200 scholars from around the world came to discuss new research endeavors in the field. Highlights from many of these events are on page 27 of this report and can also be found on the ICA website.

As well as sponsoring research, the division has coordinated the hiring of young scholars. Over the last few years, our search process in coordination with H&S departments has been successful in hiring scholars whose research focuses on East Asia, Islam, the Middle East and South Asia.

In addition, ICA's many MA programs have increased in breadth and depth. We launched an African Studies MA degree program last year and expanded our reinvigorated program in Latin American Studies. Russian, East European and Eurasian Studies and East Asian Studies continue to offer MA degrees, bringing both American and international students to campus for a year or year and a half of intensive study. Ford Dorsey Program in International Policy Studies (IPS) moved to a new format in 2007, providing a more extensive two-year degree for those interested in international public policy. The program is closely coordinated with Stanford's graduate program in public policy, creating a large community of students interested in public service. By partnering with the Freeman Spogli Institute (FSI) and working closely with the Stanford Institute for Economic Policy Research (SIEPR), IPS now offers one of the richest programs of study available at an American university. Also new, all five of our MA programs now offer dual degrees with the Law School.

ICA also expanded its regional profile by creating a focal point for the varied scholars involved in the study of Europe in our new European Studies research center, and in the study of South Asia in our new Center for South Asia. The Center for European Studies launched a series of scholarly talks that brought faculty and graduate students from across the campus together on a regular basis, and hosted an international conference in 2008. The Center for South Asia joined ranks with the India Project at Stanford Center for International Development. South Asia is a region in which we plan extensive growth over the coming years.

It has been an exciting three years for the Division. We look forward to continuing to play a role in enhancing Stanford's global reach by facilitating research and teaching on regional and international issues.

Judith Goldstein
Director of International, Comparative and Area Studies, 2005-2008





INTERNATIONAL INITIATIVE

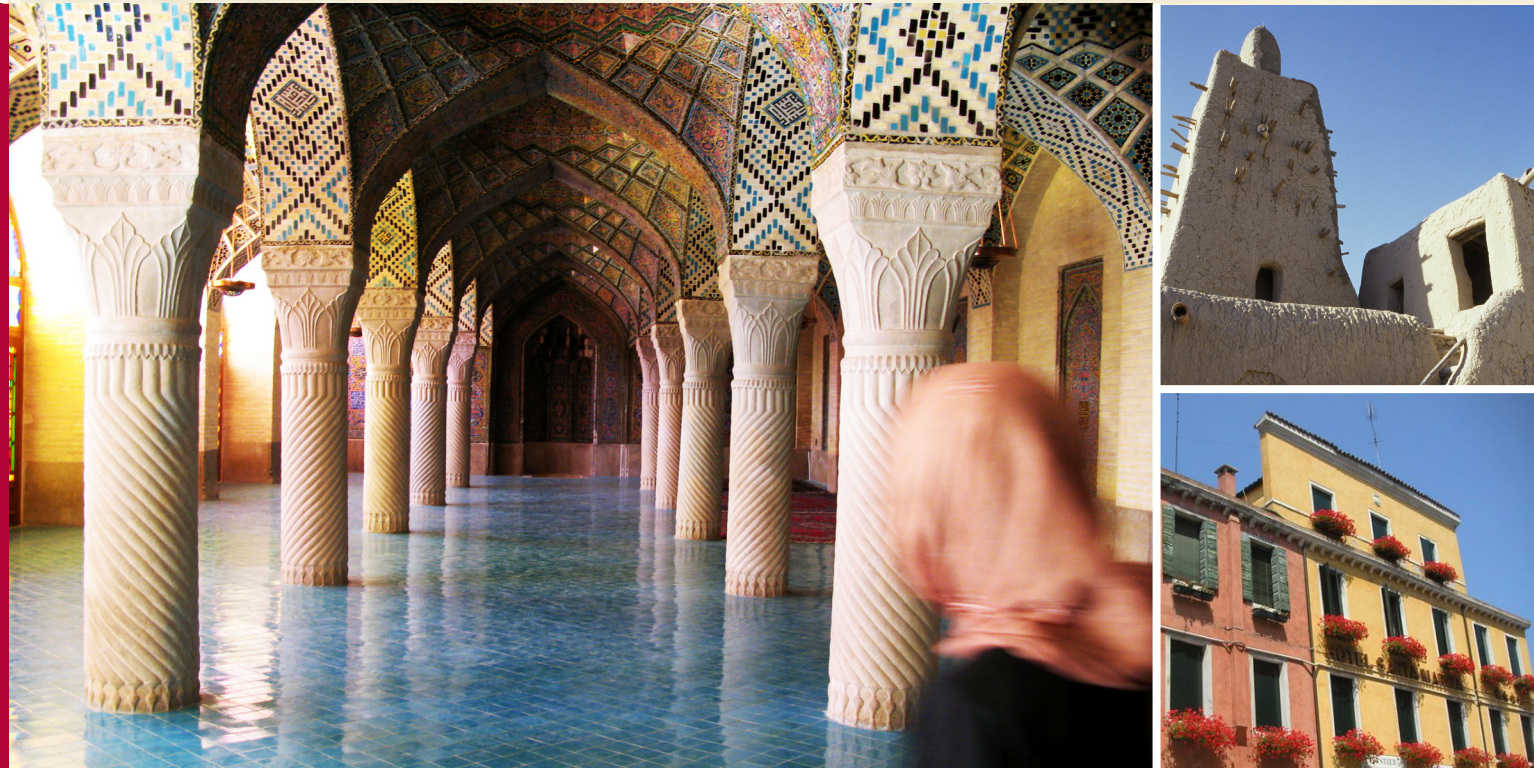
THE DIVISION OF INTERNATIONAL, COMPARATIVE AND AREA STUDIES (ICA) SERVES TO PROMOTE THE MISSION OF STANFORD UNIVERSITY'S INTERNATIONAL INITIATIVE THROUGH ITS COMMITMENT TO INTERNATIONALLY-FOCUSED, INTERDISCIPLINARY TEACHING AND RESEARCH.

The International Initiative was launched in 2005 to promote research and educational collaboration across the campus on three large and interconnected themes: pursuing international security; improving governance locally, nationally, and internationally; and advancing human well-being at the individual level.

Other countries are increasingly becoming more significant in the lives of all Americans and, in response, Stanford University is actively becoming a more global institution, looking beyond the United States to address challenges that affect people everywhere and preparing students for leadership in a worldwide community. In all, the International Initiative sponsors new faculty research, new courses for students, and new outreach to policymakers and the public. Along with the Initiative on Human Health, and the Initiative on the Environment and Sustainability, the International Initiative is at the heart of the University's efforts aimed at bringing Stanford's resources to bear in seeking solutions to intractable global problems.

The International Initiative strongly encourages new interdisciplinary, collaborative research, and can provide support for research in its early stages of formation, from exploration groups investigating whether an idea can be developed into a fully formed project, to well-formed but nascent research projects in need of seed funding. A common requirement for all research, teaching, programmatic and clinical activities taking place under the auspices of the International Initiative is that they be interdisciplinary in character.





ADVISORY COMMITTEE

LEADING SCHOLARS AND PRACTITIONERS FROM THROUGHOUT THE STANFORD COMMUNITY COMPRISE THE ICA ADVISORY COMMITTEE. THE COMMITTEE MEETS REGULARLY TO PROVIDE GUIDANCE TO THE DIRECTOR, WITH EACH MEMBER PROVIDING A UNIQUE PERSPECTIVE DRAWN FROM YEARS OF EXPERIENCE IN THEIR RESPECTIVE AREA OF EXPERTISE.

2005 - 2008

Keith Baker

2006-08

Jean-Paul Gimon Director, France-Stanford Center for Interdisciplinary Studies; J.E.Wallace Sterling Professor of Humanities; Professor of History

Carl Bielefeldt

2005-06

Director, Stanford Center for Buddhist Studies; Professor of Religious Studies

Judith Goldstein

2005-08

Fisher Family Director, ICA; Professor of Political Science; Janet M. Peck Professor of International Communication; Senior Fellow, by courtesy, at SIEPR & FSI

Mark Granovetter

2007-08

Joan Butler Ford Professor in the School of Humanities & Sciences

Robert Gregg

2005-08

Director, Sohaib and Sara Abbasi Program in Islamic Studies; Teresa Hihn Moore Professor, Emeritus, of Religious Studies

Stephen Haber

2005-08

A.A. and Jeanne Welch Milligan Professor in the School of Humanities & Sciences; Professor of Political Science

Nicholas Hope

2007-08

Director, Stanford Center for International Development

Herbert Klein

2005-07

Director, Center for Latin American Studies; Professor of History

Ian Morris

2006-08

Jean and Rebecca Willard Professor of Classics; Professor of History

Roger Noll

2005-06

Professor of Economics, Emeritus

John Pencavel

2006-07

Pauline K. Levin-Robert L. Levin and Pauline C. Levin-Abraham Levin Professor in the School of Humanities & Sciences; Professor of Economics

Jeremy Weinstein

2007-08

Director, Center for African Studies; Assistant Professor of Political Science

PROGRAM and CENTER DIRECTORS

RESPECTED LEADERS IN THEIR FIELDS, THE DIVISION OF INTERNATIONAL, COMPARATIVE AND AREA STUDIES (ICA) FACULTY DIRECTORS WORK TIRELESSLY TO PROMOTE RESEARCH AND TEACHING ON ALL WORLD AREAS AT STANFORD. IN ADDITION TO THEIR CENTER-SPECIFIC WORK OF COORDINATING ACTIVITIES, MANAGING FELLOWSHIPS, FACILITATING INTERACTION AMONG FACULTY AND OTHER AREA SPECIALISTS AND, OF COURSE, FUNDRAISING, THE DIRECTORS MET MONTHLY WITH ICA DIRECTOR JUDITH GOLDSTEIN DURING THE PERIOD COVERED IN THIS REPORT TO BUILD CROSS-REGIONAL AND INTERDISCIPLINARY CONNECTIONS BETWEEN ICA UNITS, AND A FRAMEWORK AND CULTURE FOR THE NEWLY FOUNDED DIVISION.

2005 - 2008

Keith Baker

2005-08

Jean-Paul Gimon Director, France-Stanford Center for Interdisciplinary Studies; J.E. Wallace Sterling Professor of Humanities; Professor of History

Carl Bielefeldt

2005-08

Director, Stanford Center for Buddhist Studies; Director, Asian Religions and Cultures; Professor of Religious Studies

Coit Blacker

2005-06

Co-Director, Program in International Policy Studies; Director and Senior Fellow at Freeman Spogli Institute for International Studies; Professor, by courtesy, of Political Science

Philippe Buc

2006-08

Co-Director, Center for European Studies; Professor of History

John Dunlop

2008

Director, Center for Russian, East European and Eurasian Studies; Hoover Institution Senior Fellow

Charlotte Fonrobert

2007-08

Co-Director, Taube Center for Jewish Studies; Associate Professor of Religious Studies

Judith Goldstein

2005-08

Fisher Family Director, ICA; Co-Director, Program in International Policy Studies (2005-06); Professor of Political Science, Senior Fellow, by courtesy, at Stanford Institute for Economic Policy Research and Freeman Spogli Institute for International Studies

Robert Gregg

2005-08

Director, Sohaib and Sara Abbasi Program in Islamic Studies; Teresa Hihn Moore Professor, Emeritus, of Religious Studies

Linda Hess

2006-08

Co-Director, Center for South Asia; Senior Lecturer in Religious Studies

Herbert Klein

2005-08

Director, Center for Latin American Studies; Professor of History

Anjini Kochar

2006-08

Co-Director, Center for South Asia; India Program Director; Senior Research Fellow, Stanford Institute for Economic Policy Research

Nancy Kollmann

2005-07

Director, Center for Russian, East European and Eurasian Studies; William H. Bonsall Professor of History

PROGRAM AND CENTER DIRECTORS (continued)

Martin Lewis

2005-06

Director (Interim), Program in International Relations

Abbas Milani

2005-08

Director, Hamid & Christina Moghadam Program in Iranian Studies; Visiting Professor of Political Science

Jean Oi

2005-06

Director, Center for East Asian Studies; William Haas Professor in Chinese Politics; Senior Fellow at the Freeman Spogli Institute for International Studies

Richard Roberts

2005-07

Director, Center for African Studies; Professor of History

Aron Rodrigue

2005-08

Director, Mediterranean Studies Forum; Eva Chernov Lokey Professor of Jewish Studies; Professor of History

Gabriella Safran

2007-08

Director, Center for Russian, East European and Eurasian Studies; Associate Professor of Slavic Languages and Literatures and, by courtesy, of German Studies

Vered Shemtov

2007-08

Co-Director, Taube Center for Jewish Studies; Senior Lecturer at the Stanford Language Center

Kenneth Schultz

2006-08

Director, Program in International Relations; Associate Professor of Political Science

Stephen J. Stedman

2006-08

Director, Ford Dorsey Program in International Policy Studies; Senior Fellow at the Freeman Spogli Institute for International Studies; Professor, by courtesy, of Political Science

Chao Fen Sun

2006-08

Director, Center for East Asian Studies; Professor of Asian Languages

Amir Weiner

2006-08

Co-Director, Center for European Studies; Associate Professor of History

Jeremy Weinstein

2007-08

Director, Center for African Studies; Assistant Professor of Political Science

Steven Zipperstein

2005-07

Director, Taube Center for Jewish Studies; Daniel E. Koshland Professor of Jewish Culture and History



PROGRAMS AND CENTERS

- ◆ **CENTER FOR AFRICAN STUDIES**
africanstudies.stanford.edu
- ◆ **CENTER FOR EAST ASIAN STUDIES**
ceas.stanford.edu
- ◆ **CENTER FOR EUROPEAN STUDIES**
europeanstudies.stanford.edu
- ◆ **CENTER FOR LATIN AMERICAN STUDIES**
las.stanford.edu
- ◆ **CENTER FOR RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES**
creees.stanford.edu
- ◆ **CENTER FOR SOUTH ASIA**
southasia.stanford.edu
- ◆ **FORD DORSEY PROGRAM IN INTERNATIONAL POLICY STUDIES**
ips.stanford.edu
- ◆ **FRANCE-STANFORD CENTER FOR INTERDISCIPLINARY STUDIES**
francestanford.stanford.edu
- ◆ **HAMID AND CHRISTINA MOGHADAM PROGRAM IN IRANIAN STUDIES**
iranian-studies.stanford.edu
- ◆ **MEDITERRANEAN STUDIES FORUM**
mediterraneanstudies.stanford.edu
- ◆ **PROGRAM IN INTERNATIONAL RELATIONS**
internationalrelations.stanford.edu
- ◆ **ROBERT H. N. HO FAMILY FOUNDATION CENTER FOR BUDDHIST STUDIES**
hcbss.stanford.edu
- ◆ **SOHAIB AND SARA ABBASI PROGRAM IN ISLAMIC STUDIES**
islamicstudies.stanford.edu
- ◆ **TAUBE CENTER FOR JEWISH STUDIES**
jewishstudies.stanford.edu

PROGRAMS and CENTERS

ICA PROVIDES AN ARENA FOR SCHOLARS TO EXPLORE THE INCREASINGLY COMPLEX WORLD OF THE 21ST CENTURY FROM MULTIPLE ECONOMIC, POLITICAL, SOCIAL, TECHNOLOGICAL AND CULTURAL PERSPECTIVES. THE DIVISION IS COMPRISED OF 14 DISTINCT PROGRAMS AND CENTERS THAT ARE ESSENTIAL TO THE VIBRANCY OF INTERNATIONAL RESEARCH AND TEACHING AT STANFORD.

Abassi Program in Islamic Studies

The mission of the Abbasi Program is to serve as a forum for interdisciplinary research and teaching in Islamic studies. Abbasi Program faculty and students examine areas of the world where Islam plays a prominent role in culture, society, and politics, including the Middle East, South and Southeast Asia, Africa, Europe, and America. Arabic, Turkish, Farsi, and other languages used by Muslims are integral to the Program's course of study. In addition to its geographical breadth, Islamic studies at Stanford promotes the use of varied scholarly resources from both the humanities and the social sciences. Participating faculty and students bring perspectives and methods from numerous academic fields, including anthropology, art, economics, history, international relations, languages, law, literature, philosophy, political science, and religious studies. The Program's inter-departmental curriculum is complemented by a rich variety of seminars, colloquia and public lectures.

Center for African Studies

The Center for African Studies (CAS) serves as the primary resource and information center for Stanford University faculty and students interested in Africa. Since 1965, the center has fostered research and teaching about Africa through academic exchanges, seminars, colloquia and public lectures. Participating faculty and students represent a wide range of academic disciplines, including anthropology, art history, biology, education, history, law, literature, medicine, philosophy, political science and others.

The Center coordinates a wide range of courses on Africa in the School of Humanities and Sciences as well as in

the Schools of Education, Law and Medicine. A unique feature of this program is that the study of an African language is a required component of all academic options.

Center for East Asian Studies

The Center for East Asian Studies (CEAS) was formed to increase interdisciplinary communication among linguists, historians, art historians, political scientists, anthropologists and other scholars whose research and teaching focus on East Asia.

The Center sponsors activities that facilitate exchange of knowledge across disciplines and inspire collaborative projects among faculty and students. Besides providing a physical space for academic, administrative and social functions, CEAS sponsors a wide variety of programs that link the university's East Asia resources with civic groups, secondary schools, local colleges and the public.

Center for European Studies

The Center for European Studies (CES) is committed to the examination of past and present European society, culture, politics, diplomacy and security. CES represents the region of Europe between Russia and the Iberian Peninsula, and Scandinavia and the Mediterranean. It connects Stanford faculty and students with professors, intellectuals, and dignitaries from Europe by sponsoring visiting lecturers and by organizing academic events. CES additionally promotes collaboration between scholars of Europe and other regions of the world that have played significant roles in shaping European history and that continue to interact with Europe in key ways.

Center for Latin American Studies

Stanford has a long history of scholarship and teaching on Latin America and an excellent research library in this field, with special depth in Brazilian materials. The Center for Latin American Studies (CLAS) currently has some 70 affiliated faculty teaching subjects related to Latin America in all major divisions of the university. Since its founding more than 40 years ago, the Center has regularly hosted eminent scholars, noted public figures and internationally prominent policy makers.

Center for Russian, East European and Eurasian Studies

The mission of the Center for Russian, East European and Eurasian Studies (CREEES) is the promotion and support of interdisciplinary study of the nations and peoples of the former Soviet Union, Eastern Europe and Central Asia. CREEES is designated one of 17 US Department of Education-sponsored National Resource Centers for Russia, Eastern Europe and Central Asia. The Center sponsors more than 100 public programs each year (including lecture series, film series, seminars and conferences), hosts distinguished visitors and visiting scholars, organizes teacher education workshops and resources, provides summer grants to students, and coordinates Stanford teaching and research devoted to this world area.

Center for South Asia

The Center for South Asia (CSA) facilitates teaching and learning about the South Asian subcontinent, which encompasses the nations of India, Pakistan, Bangladesh, Nepal, Bhutan, and Sri Lanka. Specialists in anthropology, religious studies, economics, English, history, political science, education, and business comprise the faculty of CSA. The Center works with departments and other university units, as well as with student and community groups, toward the goals of increasing faculty strength, supporting research, expanding course offerings, building the library collection, and presenting programs and events.

France-Stanford Center for Interdisciplinary Studies

The France-Stanford Center for Interdisciplinary Studies was founded in 2002 in partnership with the French Ministry of Foreign Affairs. Its fundamental goal is to foster interdisciplinary collaboration and exchange between Stanford researchers and students and their French counterparts, which it does by organizing international conferences and by providing funding for research and internships.

Hamid and Christina Moghadam Program in Iranian Studies

The Hamid and Christina Moghadam Program in Iranian Studies fosters the interdisciplinary study of Iran as a civilization. Each academic year, the Program offers undergraduate courses related to Iran in such disciplines as language, literature, economics, and political science. It provides a wealth of events for scholars, students and the general public, which include conferences, symposia, forums, lectures and performances.

Ford Dorsey Program in International Policy Studies

The International Policy Studies Program (IPS) is dedicated to the study and analysis of the international system. The Program trains the next generation of policy analysts, who will go on to influence policy making in trade, foreign affairs, security and economic development.

Program in International Relations

International Relations is an interdisciplinary undergraduate major focusing on the changing political, economic and cultural relations within the international system in the modern era. The Program explores how global, regional and domestic factors influence relations between actors on the world stage. Students are equipped with both the foundational skills and specific knowledge necessary to analyze the choices and challenges that arise in this arena.

Mediterranean Studies Forum

The Mediterranean Studies Forum provides opportunities for scholars and students to explore the interplay between societies, cultures, and communities around the Mediterranean Basin from the Middle Ages to the present. It focuses on all aspects of co-existence and conflict that have marked these encounters in the empires, port cities, nation-states, and transregional and transnational social, religious, cultural, economic contexts of North Africa, the Levant, the Balkans, and Southern Europe. The Forum is also interested in evaluating the multiple relations of the Mediterranean with other regions and areas of the world. To these ends, it organizes events—ranging from lectures to film screenings to symposia—featuring scholars from various disciplines such as history, anthropology, religious studies, and literature. Committed to interdisciplinary collaboration, the Mediterranean Studies Forum has paired with the Taube Center for Jewish Studies to launch the Sephardi Studies Project, which examines the history and culture of Sephardi and Eastern Jewries.

Robert H.N. Ho Family Foundation Center for Buddhist Studies

The Robert H. N. Ho Family Foundation Center for Buddhist Studies at Stanford University (HCBSS) serves to coordinate, support, and develop the university's resources for Buddhist Studies in four general areas: academic resources, research, scholarly communication, and public outreach. The Center works closely with the Department of Religious Studies and other academic units of the university in the training of undergraduate and graduate students. It provides research support for individual and team projects, and networks with individuals and institutions around the world to foster scholarly communication in Buddhist Studies. It additionally offers an annual program of public events and cooperates with Buddhist and other groups both on and off campus to foster knowledge of Buddhism in the community.

Taube Center for Jewish Studies

The interdisciplinary Taube Center for Jewish Studies coordinates and promotes the study of all aspects of Jewish life. About 20 affiliated professors offer undergraduate and graduate level courses on Jewish history, literature, language and religion from biblical times to the present. The commitment to the study of Jewish civilizations and cultures also includes an investment in expanding the significant and rare holdings of Stanford's Judaica book collection. A full range of guest lectures, conferences, colloquia and symposia complements the program.

NEW CENTERS

IN KEEPING WITH ITS STRONG COMMITMENT TO FURTHERING INTERDISCIPLINARY INTERNATIONAL EDUCATION IN THE SCHOOL OF HUMANITIES AND SCIENCES (H&S), ICA HAS FOUNDED TWO NEW AREA STUDIES CENTERS SINCE THE DIVISION WAS ESTABLISHED IN 2005. THE CENTER FOR SOUTH ASIA (CSA) WAS FOUNDED IN 2006, AND THE CENTER FOR EUROPEAN STUDIES (CES) IN 2007. LIKE THE OTHER 12 CENTERS IN ICA, THESE SERVE TO CONNECT FACULTY AND STUDENTS ACROSS A WIDE VARIETY OF DEPARTMENTS, BOTH WITHIN H&S AND ACROSS THE UNIVERSITY.

The faculty directors of CSA and CES share ICA's commitment to interdisciplinary teaching, learning, and research:

"With growing interest in the South Asian countries, the Center for South Asia at Stanford aims at enhancing the study of this region through its support for workshops, lectures and seminars on diverse aspects of these countries, including economics, security relations, history, culture, language and religion. The Center also works closely with other administrative units to strengthen course offerings on South Asia, and to recruit faculty who work in related fields."

-Anjini Kochar, co-director

"The Center for European Studies at Stanford effectively brings together some 100 faculty members and scores of students from various disciplines, such as history, sociology, literature, philosophy and political science who are interested in European history and culture."

-Philippe Buc and Amir Weiner, co-directors



STUDENT TEACHING and RESEARCH

WHILE ICA IS HOME TO FIVE INTERDISCIPLINARY MASTER'S DEGREE PROGRAMS (AFRICAN STUDIES, EAST ASIAN STUDIES, INTERNATIONAL POLICY STUDIES, LATIN AMERICAN STUDIES, AND RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES) AND TO ONE OF THE LARGEST UNDERGRADUATE MAJORS ON CAMPUS (INTERNATIONAL RELATIONS), THE DIVISION AND ITS AFFILIATED CENTERS AND PROGRAMS STRIVE TO ENHANCE THE INTELLECTUAL, INTERNATIONAL EXPERIENCE OF ALL STUDENTS ENROLLED AT STANFORD UNIVERSITY. OUR EFFORTS INCLUDE EACH OF OUR MASTER'S DEGREE PROGRAMS OFFERING A JOINT DEGREE WITH THE STANFORD LAW SCHOOL, THE AVAILABILITY OF FELLOWSHIPS TO GRADUATE STUDENTS THROUGHOUT THE UNIVERSITY, AND WELCOMING OF ALL STUDENTS TO LECTURES AND CULTURAL EVENTS.

ENGAGING STUDENTS

Each summer, the International Relations (IR) program broadens the academic experience of a number of undergraduate students through its Summer Research Program. The Summer Research Program, co-organized with the Department of Political Science, is part of the Summer Research College (SRC) funded by the Vice Provost for Undergraduate Education (VPUE). Students selected to participate in this program work fulltime on a faculty member's research project. Designed to move beyond the typical undergraduate research assistant experience, this program fosters close intellectual exchange through weekly meetings between the student researchers and the project lead, and twice weekly colloquia in which students present their research topics to the larger group.

Conflict Resolution in International Rivalries

Project Lead: Kenneth Schultz, Professor of Political Science

Student Researchers: Jane Esberg (BA 2009), Katelyn Baldwin (BA 2009), and Mackenzie Lee (BA 2010)

This project explored the politics of conflict resolution in international rivalries by addressing two key questions: what conditions make it possible for rival states to reach agreements aimed at settling their disputes, and why do some agreements succeed at preventing renewed conflict while others fail? The research team collected and coded information on agreements between rival states, collected

data on political conditions within rival states, including assembling data from public opinion polls, developed case histories of particular episodes of attempted conflict resolution, and researched episodes of militarized conflict to understand their relationship to the overall rivalry.

Iran and the Non-Proliferation Treaty

Faculty Lead: Scott Sagan, Professor of Political Science; Senior Fellow at the Freeman Spogli Institute for International Studies; Co-Director, Center for International Security and Cooperation (CISAC)

Student Researcher: Mike Orgill (BA 2009)

The project examined alternative ways of resolving the Iran nuclear crisis and studied proposals, based on that experience, for revisions in the Non-Proliferation Treaty. The project researched the original negotiation history and proposals for revision of Articles IV (the so-called right to produce civilian nuclear power), Article VI (the duty to work in good faith towards eventual disarmament), and Article X (the withdrawal clause). The research from this project served as material for the third edition of *The Spread of Nuclear Weapons: A Debate*, a book that Sagan has published with Kenneth Waltz, and a more scholarly article about how the treaty, and broader nonproliferation "regime" in which it is embedded, has evolved over time.

STUDENTS SPEAK ABOUT THEIR SUMMER RESEARCH EXPERIENCES

THE EXCEPTIONAL HANDS-ON EXPERIENCE OF THE IR SUMMER RESEARCH PROGRAM NOT ONLY ALLOWS STUDENTS TO EXPLORE RESEARCH TOPICS THAT ARE ALREADY OF INTEREST TO THEM, BUT ALSO TO DEVELOP NEW RESEARCH POSSIBILITIES. TWO IR STUDENTS WROTE ABOUT THEIR EXPERIENCE WITH THE PROGRAM:

“My project with Professor Norman Naimark was on the Ukrainian famine of 1932-33. The project aimed to assess whether the famine was “just” brutal Stalinistic policy or outright genocide. To answer this question, I spent the bulk of my summer analyzing Russian and Ukrainian archival documents from the period and using my evidence to present a case for or against genocide. Researching this issue gave me a broader perspective of the complex history behind modern Ukrainian-Russian relations, a topic I have since become fascinated with and am considering for my thesis.”

-Aaron Kofman (BA 2009)

“Under the guidance of Professor Kenneth Schultz, I worked on the project ‘Conflict Resolution in International Rivalries.’ I wrote detailed descriptions for post-1945 Militarized Interstate Disputes (MIDs) occurring between country dyads. As I had a longstanding interest in the history of sub-Saharan Africa, I specialized in researching disputes that occurred in this region. I coded the MIDs into pre-defined categories to determine the nature of the relationship between interstate disputes and civil wars. By the end of the summer, our research team made significant progress in proving the validity of Professor Schultz’s Civil Peace Theory.”

-Katelyn Baldwin (BA 2009)

International Law and International Trade

Project Lead: Michael Tomz, Professor of Political Science

Student Researchers: Maya Lopuch (BA 2009) and Sini Matikainen (BA 2009)

The goal of this research project was to better understand how international law affects the way governments behave. The first part of the project concerned experimental research on international law. The team carried out a series of experiments to investigate the effect of international law on foreign policy preferences and beliefs. The project examined the scholarly literature and articles in the popular press and developed randomized experiments, which were embedded in interviews with U.S. voters and Washington policymakers. The second part of the project concerned trade treaties in international relations. Members of the team assembled a new database of trade treaties over the past two centuries and used statistical and qualitative methods to analyze whether (and how) these treaties have affected trade among countries.

Liberation Technology

Project Lead: Larry Diamond, Senior Fellow at the Hoover Institution and the Freeman Spogli Institute for International Studies and Professor, by courtesy, of Sociology

Student Researchers: Sampath Jinadasa (BA 2008) and Aaron Qayumi (BA 2009)

The project explored the hypothesis that the diffusion and decentralization of control over information, and the proliferation (and democratization) of the means of interaction, organization, and mobilization, has profound implications for the liberation of societies from authoritarian domination, as well as for the deepening and improvement of democracy. It examined what the technological revolution in information means for the future of democracy by examining its implications for democracy at a number of levels: dissolving authoritarian control, empowering and inspiring civil society, promoting transitions to democracy, enhancing transparency and accountability in new democracies, and deepening and reinvigorating participation

and responsiveness, as well as leveling inequalities in political resources in long-established democracies. The project also investigated the possible dark sides of these new technologies. Finally, it took a comprehensive look at how different political movements and actors in different countries are using these new technologies to advance political or social movement goals, and what impact these technologies are having on the possibility and quality of democracy.

Taxation Systems and Rentier States: An Empirical Investigation

Project Lead: Stephen Haber, A.A. and Jeanne Welch Milligan Professor in the School of Humanities and Science; Senior Fellow at the Hoover Institution; and Co-Director at the Social Science History Institute

Student Researchers: Gaby Kohan (BA 2009) and Hamilton Ulmer (BA 2009)

The project examined literature in political science which argues that having large stocks of natural resources—most particularly petroleum—has negative implications for economic growth and the development of democratic political institutions. Claims about the relationship between resource endowments and the unstable “Rentier States” are based on cross sectional regressions from recent data. They find a correlation between political development and resource exports, and then assume that causality runs from resources to politics. The project examined the possibility that causality can run the other way, from political institutions to resource intensity as well as the possibility that the results obtained in the literature are a statistical artifact. The project suggested that there is an alternative explanation for the correlations between low taxation, resource exports, and authoritarianism found in the extant literature. The project questioned whether there is such a thing as a resource curse: authoritarian political institutions jointly determine low taxation and reliance on resource exports.

NEW AND INNOVATIVE DEGREE PROGRAMS

The **Ford Dorsey Program in International Policy Studies** redesigned its curriculum, moving from a one- to a two-year master’s degree program. The program includes extended coursework in core public policy skills, new international core courses, special seminars focused on writing and rhetoric for policy audiences, new policy specializations linked to Stanford’s international policy research centers and programs, and a group based practicum involving real-world problem solving. Each year, the IPS program offers an optional Global Study Trip designed to provide students with the experience of how real world policy analysis and problem solving happens.

The School of Law and each of the graduate degree-granting programs in the **Division of International, Comparative and Area Studies** (ICA)—African Studies, East Asian Studies, Ford Dorsey Program in International Policy Studies, Latin American Studies, and Russian, East European and Eurasian Studies—now offer joint degree programs which lead to a J.D. and an M.A. The joint programs are designed for students who wish to prepare themselves intensively for careers in areas relating to both law and the international, or area expertise that is the domain of ICA.

The **Center for African Studies** (CAS) initiated its Master of Arts Degree in 2007. It provides students with a fundamental grounding in African Studies through core courses, program concentrations, and a language requirement. In 2008, Sherie Gertler became the first graduate from the Master of Arts program in African Studies. As an undergraduate at Stanford University, Sherie was intrigued by human rights and democratization in Africa. The Master of Arts program in African Studies allowed her to gain additional knowledge through its Political Economy and Security concentration. Sherie is now putting her MA in African Studies to good use in her position with the non-profit organization FORGE in Zambia.

THE STUDENT EXPERIENCE

THE PROGRAMS AND CENTERS WITHIN ICA OFFER MANY OPPORTUNITIES FOR STANFORD STUDENTS TO DEVELOP STRONG ACADEMIC AND PROFESSIONAL EXPERIENCE IN INTERNATIONAL ISSUES OUTSIDE OF THE CLASSROOM. THE EXPERIENCE OF SEVERAL STUDENTS WHO HAVE TAKEN ADVANTAGE OF ONE OR MORE OF THESE OPPORTUNITIES IS HIGHLIGHTED BELOW.

Center for African Studies

Enumale Margaret Agada (BA 2010)

Partnering with the Haas Center for Public Service, the Center for African Studies offers approximately five Africa Service Fellowships each summer. Some of the requirements of this highly competitive fellowship are that students must have identified their own internship opportunities in Africa before applying for the award, they must work with a CAS faculty mentor throughout the spring quarter, and they must attend a re-entry session run by CAS and the Haas Center for Public Service in the early autumn for all students who spent the summer in Africa.

Enumale Margaret Agada (BA 2010) was awarded the fellowship in 2008. She used it to work at the Gender, Health, and Justice Research Unit at the University of Cape Town, South Africa, where she helped the senior staff at the Unit prepare materials for their HIV/AIDS and rape training sessions with South African police. Professor Jeremy Weinstein served as her mentor.

Born in Nigeria, Enumale is unsurprisingly interested in the African continent and its people. In addition to the Africa Service Fellowship, several Africa-related academic experiences have helped to narrow her academic focus to medical anthropology, including the IHUM course “Encounters and Identities,” and the courses “AIDS in Africa” and “Medical Anthropology.” Her extracurricular activities nicely complement this focus: she was a regional

coordinator for FACE AIDS, and she helped to coordinate World AIDS Day 2007. As a participant in the Bing Overseas Studies Program in Cape Town (developed in consultation with the Center for African Studies, and led by CAS faculty affiliate Timothy Stanton) Enumale performed her own research on the country’s HIV/AIDS epidemic, working with HOPE Worldwide and studying the effectiveness of the “Abstinence, Be Faithful for Youth” campaign in one South African community’s schools. After graduating from Stanford, Enumale plans to attend law school.

Ford Dorsey Program in International Policy Studies

Ayesha Ali (MA 2009)

Ayesha is a second year IPS student, and a Fulbright Scholar from Lahore, Pakistan. She completed her undergraduate degree in Economics at McGill University. Ayesha’s concentration in the program is International Political Economy. Her areas of interest include micro-development programs for low and middle income countries, international trade policy, and post-conflict reconstruction. In the summer she worked at the Independent Evaluation Office of the International Monetary Fund (IMF). Her work at the IMF involved assessing the effectiveness of the organization’s approach to trade policy in Bangladesh. This case study is part of an ongoing evaluation of clarity and conduct of IMF’s role in trade policy advice and advocacy.

Center for East Asian Studies

Matthew Boswell (MA 2008)

Matthew Boswell holds a B.A. in East Asian Studies from the University of California at Davis, and completed his M.A. in East Asian Studies at Stanford in June 2008. His thesis, titled “From Periphery to Prefecture: Transitions in Golok, Qinghai, 1911-1958,” is an important piece of historical research undertaken with support from Thomas Mullaney, Assistant Professor of History. Matt came to Stanford after spending

three years teaching literature in Qinghai Province and then helping rural residents in the Tibetan community write proposals and raise funds for small development projects. His graduate studies included courses on China’s higher education reform, ethnicities, foreign policy, and political and social developments, as well as modern and classical Chinese language. He is currently considering whether he would like to pursue a doctoral degree, or would prefer to enter professional life at a research institution.

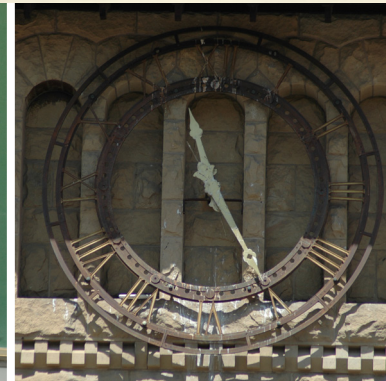
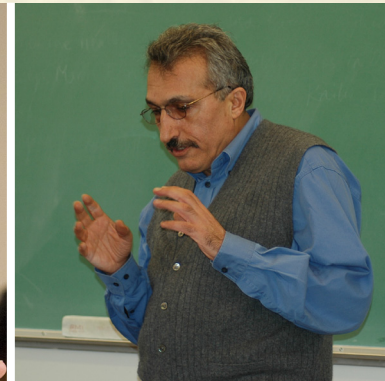
Program in International Relations

Benjamin Daniel Peterson (BAH 2008)

Born and raised in Salt Lake City, Benjamin had an early interest in global affairs and was certain from the beginning of his Stanford career that he wanted to pursue the International Relations major. Indeed, in 2008 he was IR’s Departmental Distinguished award recipient for his honors thesis, “Road to Development: A Geospatial Study of the Political Economy of Road Building in Haiti.” During his time at Stanford University, Ben studied abroad at Oxford University, and minored in music. He was the captain of the men’s squash team and a member of the Stanford Mendicants (an a cappella group). He is currently working towards a coterminal degree in Management Science and Engineering, and is considering pursuing a JD or MBA degree in the future.

STUDENT HONORS

Undergraduate and graduate students from the Division of International, Comparative and Area Studies (ICA) have been honored for academic excellence and innovative research. One such student is undergraduate International Relations major Molly Roberts (BA 2008) who received the prestigious Firestone Medal for Excellence in Undergraduate Research in 2008 for her research project “The U.S-China Trade Relationship: Explaining U.S. Antidumping Duties on China.” The Firestone Award is conferred to graduating students for honors projects in engineering and the social, physical, and natural sciences. Professors Judith Goldstein and Ronald McKinnon served as Molly’s advisors.



NEW FACULTY HIRES

SINCE 2005 THE DIVISION OF INTERNATIONAL, COMPARATIVE AND AREA STUDIES (ICA) HAS HELPED TO HIRE FIVE NEW FACULTY MEMBERS INTO THE SCHOOL OF HUMANITIES AND SCIENCES (H&S). SPECIALISTS IN THEIR FIELDS, THESE FACULTY MEMBERS REGULARLY CROSS HISTORICAL, GEOGRAPHICAL, AND DISCIPLINARY BOUNDARIES THROUGH THEIR WORK, EMBODYING THE INTERDISCIPLINARY NATURE OF ICA AND GREATLY CONTRIBUTING TO STANFORD UNIVERSITY'S INTERNATIONAL INITIATIVE.

Shahzad Bashir, *Associate Professor of Religious Studies*
The Abbasi Program in Islamic Studies coordinated the hire of Shahzad Bashir, an associate professor of religious studies, who specializes in Islamic Studies with primary interests in Sufism, Shi'ism, and the intellectual and social history of Persianate Islamic societies (Iran and Central and Southern Asia). He is the author of *Messianic Hopes and Mystical Visions: The Nurbakhshiya between Medieval and Modern Islam* and *Fazlallah Astarabadi and the Hurufis*. Bashir received his doctorate from Yale University.

Lisa Blaydes, *Assistant Professor of Political Science*
Lisa Blaydes joined the Political Science Department in September 2007 following her doctoral study at the University of California, Los Angeles. Blaydes received her M.A. with distinction from the Paul H. Nitze School of Advanced International Studies at Johns Hopkins and has specialized training in Modern Standard Arabic and Egyptian colloquial dialect. She is currently working on a book manuscript which examines why authoritarian rulers, like Egypt's Hosni Mubarak, hold elections. More generally, she is interested in how political, economic and religious institutions impact development and social change in the Islamic world.

Aishwary Kumar, *Assistant Professor of History*
ICA and the History Department welcomed Aishwary Kumar to Stanford in 2007. Kumar received his doctorate from the University of Cambridge, having worked on moral genealogies of the 'tribal' and the possibility of the anti-archive in 19th and 20th century eastern India. He was Rouse Ball Fellow in History at Trinity College, University of Cambridge. Kumar's fundamental concern is with the disruption and transformation of liberal thought by aboriginal politics. His engagement with religion and ethics extends this inquiry into ideas of freedom,

sacrifice and responsibility as these have shaped the moral reflexes in modern South Asian political thought. Kumar's current work charts the itinerary of political theory and conceptual practices travelling between South Asia and Europe.

Thomas S. Mullaney, *Assistant Professor of History*
After completing his doctorate at Columbia University, Thomas S. Mullaney joined the History Department in 2006 as assistant professor in modern Chinese history. Mullaney's research examines the complex historical and sociological processes that connect the production of modern social scientific knowledge to the production of modern state power; and deals with the role of the social sciences in the history of state-and nation-formation, ethnic and racial identity, state and social scientific practices of individual and collective identification, classification theory, and transnational and comparative world history.

Behnam Sadeghi, *Assistant Professor of Religious Studies*
Specializing in the early centuries of Islamic religion and teaching courses on pre-modern intellectual history, Behnam Sadeghi was recruited to Stanford University by the Abbasi Program in Islamic Studies. Sadeghi has done research on the early history of the Qur'an, the hadith literature, and early legal debates about women in public space. Sadeghi received his doctorate in Near Eastern Studies from Princeton University, examining through his dissertation methods of textual interpretation applied in the Hanafi school of law in the pre-modern period. He teaches *Approaching Religion*, as well as courses on pre-modern theology, pre-modern law, and the early history of the Qur'an.



GRANTS for TEACHING and RESEARCH

THE DIVISION OF INTERNATIONAL, COMPARATIVE AND AREA STUDIES (ICA) ADMINISTERS A NUMBER OF COMPETITIVE TEACHING AND RESEARCH GRANTS FOR FACULTY AT STANFORD UNIVERSITY. FUNDING FOR THESE GRANTS HAVE COME FROM SEVERAL SOURCES, INCLUDING STANFORD UNIVERSITY'S PRESIDENTIAL FUND FOR INNOVATION IN INTERNATIONAL STUDIES, THE PRESIDENTIAL FUND FOR INNOVATION IN THE HUMANITIES, AND THE KORET FOUNDATION. ALL HAVE THE POTENTIAL TO MAKE A SIGNIFICANT IMPACT IN THE ACADEMIC AREAS COVERED BY ICA CENTERS AND PROGRAMS.

Combating HIV/AIDS in Southern Africa: The Treatment Revolution and its Impact on Health, Well-Being, and Governance

David Katzenstein, M.D., Research Professor of Infectious Diseases and Geographic Medicine, and Jeremy Weinstein, Assistant Professor of Political Science, received support for their research project through Stanford University's Presidential Fund for Innovation in International Studies. To combat the HIV epidemic in Africa, donor countries made a commitment at the G-8 meetings in 2005 to put 10 million infected people on treatment within five years, promising to increase ten-fold the number of individuals receiving medicine. Katzenstein and Weinstein believe that systematic research is necessary to track the effects of this commitment on health, well-being, and governance in Sub-Saharan Africa. Their project is an innovative academic collaboration between biomedical research and social science that seeks to evaluate the impacts of anti-retroviral treatment. Their goal is to establish a treatment network that brings together researchers and practitioners at five treatment programs in South Africa and Zimbabwe in order to develop a systematic protocol for the collection and analysis of biomedical and social science data.

Evaluating Institutional Responses to Market Liberalization: Why Latin America Was Left Behind

This project, proposed by a diverse group of distinguished faculty including Judith Goldstein, Stephen Haber and Barry Weingast from political science; Avner Greif from economics; Herb Klein from history; and N. Grant Miller from medicine; was funded by a grant from the Presidential Fund for Innovation in International Studies. The project explores the relationship between inequality and Latin American institutions in explaining the poor economic performance of Latin American countries

in the past two decades, and examines why reforms such as trade liberalization have failed to yield expected results.

Extensive Multi-State Ecologies with Dispersed Political Authority: A Comparative Study of Modernity and Greek Antiquity

The Presidential Fund for Innovation in the Humanities provided a grant to Josiah Ober (Professor of Political Science and Classics), Barry Weingast (Professor of Political Science and Senior Fellow at the Hoover Institution), and Ian Morris (Professor of Classics and History) for a research project that combines the historical study of the ancient world with central problems in political philosophy and social science. By using a multidisciplinary approach, Ober, Weingast, and Morris seek to better understand certain distinctive features of the ancient Greek world and to address compelling questions of democratic governance, international relations, and human welfare.

Israel Project

In 2005, the Koret Foundation provided three years of support for Hebrew language and literature courses and Israeli cultural research and programming at Stanford University. With this support, the Taube Center for Jewish Studies was able to move into a second phase in its Israel Project, which includes a speaker series, an international conference, annual visiting faculty, an undergraduate award and an extended campus visit by a leading cultural figure. The goal of the Taube Center is to work with the Language Center, the Department of Comparative Literature, and other Stanford departments and centers to create a major international avenue outside Israel for an exchange of ideas and scholarship on Israeli culture.



EVENTS

SINCE 2006, ICA AND ITS CENTERS AND PROGRAMS HAVE HELD NEARLY 1,000 EVENTS, RANGING FROM INTIMATE LECTURES TO LARGE-SCALE INTERNATIONAL CONFERENCES. THESE EVENTS – SOME OF WHICH ARE HIGHLIGHTED BELOW – HAVE GENERATED TREMENDOUS INTEREST ON THE PART OF SCHOLARS, STUDENTS, AND THE GENERAL PUBLIC, AND HAVE SERVED TO PROMOTE INTERNATIONAL, INTERDISCIPLINARY TEACHING, RESEARCH AND LEARNING.

CONFERENCES

Ethical and Social Implications of the Nano-Bio-Info-Cogno Convergence Conference

DECEMBER 17-19, 2006

France-Stanford Center for Interdisciplinary Studies

The France-Stanford Center for Interdisciplinary Studies presented a conference that brought together scholars from France and the United States to look at issues emerging from the application of nanotechnology, biotechnology, information technology, and cognitive science to the spheres of social, economic, and private life. Conference participants also examined the role of ethical concerns in shaping the technological development of these sciences. Twenty-five scholars participated in this conference, which the France-Stanford Center hosted in Avignon, France. Papers from this and other France-Stanford conferences can be found on the Center's Web site.

United Nations Development Programme Conference on Migration and Human Development

APRIL 13-14, 2007

Division of International, Comparative and Area Studies; the Center for Latin American Studies; and the Stanford Center for International Development

The United Nations Development Programme's Conference on Migration and Human Development took place at Stanford University in 2007. Scholars from the United States, Mexico, and Israel presented and discussed research on migration and human development, with a focused look at labor markets and migration, migration and human capital, remittances and poverty, and migration policy. Seventy scholars and specialists from the United States and Mexico attended this two-day event.

International Political Economy Society (IPES) Annual Conference

NOVEMBER 9-10, 2007

Division of International, Comparative and Area Studies

The Division of International, Comparative and Area Studies (ICA) hosted the annual International Political Economy Society (IPES) conference in 2007. IPES provides a forum for scholars of international political economy to present their best new work-in-progress to their peers. Each of the small number of carefully selected papers presented includes an international component and focuses on the politics of an economic phenomena or an economic policy, or uses economic methods to analyze political interactions. The conference was attended by over 200 scholars.

The 1989 Revolutions: Roots, Course, Legacies

MARCH 14-15, 2008

Center for European Studies; Center for Russian, East European and Eurasian Studies; Forum on Contemporary Europe; Freeman Spogli Institute for International Studies; and Department of History; University of California Berkeley's Department of History; and The Journal of Contemporary European History

The Center for European Studies (CES) hosted an international conference, "Revisiting the 1989 Revolutions: Roots, Course, Legacies," on the series of revolutions that swept east-central Europe in 1989 and their global implications. Some twenty scholars presented over the course of the two-day event, during which they examined the 1989 revolutions as social, political, generational, ideological, ethnonational, and geo-political phenomena. The conference drew together 45 scholars from the United States and Europe. Part of the proceedings will appear in a special issue of the Journal of

Contemporary European History in 2009 on the occasion of the twentieth anniversary of the revolutions.

Global Health: Bridging Research, Policy and Practice

MARCH 28, 2008

Division of International, Comparative and Area Studies and the United States Department of Education

Four ICA faculty affiliates (keynote speaker Paul Wise and panelists Anne Firth Murray, Karen Eggleston, and Grant Miller) explored with over 100 deans and directors of International Studies programs (all funded by the USDE Undergraduate International Studies and Foreign Language program) the gap that exists between current scientific knowledge and how that knowledge is used by policymakers and local communities. The disparities of access to medical facilities and treatment, the underutilization of health technologies, special issues of international women's health, and the clash of new ideas with local customs were some of the topics addressed by our speakers at this half-day symposium.

LECTURES

Global Institutions and the Challenge of Globalization: The UN and the World Bank

JANUARY 15, 2006

Ford Dorsey Program in International Policy Studies (IPS) and the Freeman Spogli Institute for International Studies

The Ford Dorsey Program in International Policy Studies (IPS) hosted a talk by Ashraf Ghani, Chancellor of Kabul University and Former Finance Minister of Afghanistan. Dr. Ghani spent several years as lead anthropologist at the World Bank and is an expert on the economics of developing nations and post-conflict reconstruction. The public event was attended by 95 people from the campus and local community.

Transition to Democracy in Iran: Three Paradigms

AUGUST 13, 2006

Hamid and Christina Moghadam Program in Iranian Studies

Akbar Ganji, a leading Iranian dissident and investigative journalist, gave a lecture at Stanford University just months after

his release from six years in prison. Ganji had been imprisoned for participating in the 2000 Berlin conference "Iran after the Elections," at which Iran's political and social reforms were debated. Ganji's lecture at Stanford examined possible forms of democratic transition in Iran, and concluded with a standing ovation from the more than 600 audience members attending this talk.

Perspectives on Boris Yeltsin in History

FEBRUARY 12, 2007

Center for Russian, East European and Eurasian Studies (CREEES)

Timothy J. Colton, the Morris and Anna Feldberg Professor of Government and Russian Studies and Director of Harvard University's Davis Center for Russian and Eurasian Studies, presented "Perspectives on Boris Yeltsin in History" as part of CREEES's Annual Alexander Dallin Lecture Series on Soviet and Post-Soviet Studies. Professor Colton based his remarks on his current research on a scholarly biography of Russia's first President, Boris Yeltsin, presenting a nuanced picture of the President at odds with the often sensationalist press he received. Sixty people attended this public lecture.

Buddhist Studies Lecture Series

SPRING 2007

Robert H. N. Ho Family Foundation Center for Buddhist Studies; Department of Religious Studies; and the Silk Road Study Group

The Robert H. N. Ho Family Foundation Center for Buddhist Studies launched a new public lecture series focusing on current research in Buddhist Studies. The series offered three lectures: "In the Waters of Zen: Reflections on Translating an Old Book" by Carl Bielefeldt (Stanford University), "In the Shadow of the Bamiyan Buddhas: Recovering Afghanistan's Buddhist Past" by Paul Harrison (Stanford University), and "Double Dislocation: Buddhism and the WWII Japanese-American Incarceration Experience" by Duncan Williams (University of California-Berkeley). Nearly 200 people attended the series.

An Evening with Orhan Pamuk

OCTOBER 22, 2007

Mediterranean Studies Forum; the Abbasi Program in Islamic Studies; the Division of International, Comparative and Area Studies; the Forum on Contemporary Europe; Freeman Spogli Institute; and the Office of the Provost

At the invitation of the Mediterranean Studies Forum, Orhan Pamuk, the 2006 Nobel Prize winner in Literature, spoke to an audience of 1,600 faculty, staff and community members. Pamuk is the author of several novels, including *Cevdet Bey and His Sons* and *The Black Book*, as well as the autobiographical work *Istanbul*.

The Idea of Justice

APRIL 8-10, 2008

Center for South Asia; Program in Global Justice; Center on Ethics; Aurora Forum; Program in Ethics in Society; Center for the Study of Poverty and Inequality; the Martin Luther King, Jr. Institute; and the Office of the President

Amartya Sen, the 1998 Nobel Prize winner in Economics, presented a three-day lecture series co-sponsored by the Center for South Asia during his week-long residency at Stanford University. Professor Sen discussed alternative concepts of justice and the need for rethinking mainstream approaches to the theory of justice in contemporary political philosophy. Each lecture was followed by a response from a Stanford faculty member and an open question-and-answer session. Over 200 people attended this public lecture series.

ART AND CULTURE

Taiwan Film Festival

SEPTEMBER 29-OCTOBER 1, 2006

Center for East Asian Studies

The Taiwan Film Festival is an annual touring film series organized by the Taipei Economic and Cultural Office in San Francisco. The 2006 festival was held at Stanford University, the University of California, Berkeley, Brigham Young University, and the University of Washington. It prominently showcased both feature films and the work of Taiwan's newest and most

promising documentary filmmakers. Professor Jean Ma (Art and Art History) provided commentary to the approximately 500 people attending this three-day festival.

Amos Oz at Stanford University

JANUARY 2007

Taube Center for Jewish Studies and the Division of Literature, Culture, and Languages (DLCL)

Distinguished Israeli novelist and political activist Amos Oz joined the Taube Center for Jewish Studies in January 2007 as the Division of Literature, Culture and Languages (DLCL) Writer in Residence. While in residence, Oz gave the Annual Jewish Community Endowed Lecture which was attended by over 750 people. He also led a DLCL colloquium for Stanford faculty and graduate students on his essay, "How to Cure a Fanatic." As part of Oz's visit, the Taube Center and the DLCL offered two new courses on his writings, in which students prepared topics for discussion with the author. The Taube Center and its affiliated faculty laid the groundwork for the writer's visit by giving talks and leading book club discussions both in the local community and on campus, and by inviting Professor Yael Feldman of New York University to present a seminar on Oz's work before his arrival.

Africa on Stage

SUMMER 2007

Center for African Studies; Department of Drama; Continuing Studies; and the Stanford Institute for Creativity and the Arts

The Center for African Studies (CAS) co-sponsored Africa on Stage, a series of films and plays. The films drew approximately 200 people each week, with many staying for the post-show discussions moderated by CAS faculty members. The summer series brought four plays to campus as well: *Tings dey Happen*, *Farewell to a Cannibal Rage*, *Oda Oak Oracle*, and *Les Blancs*. Then, in November, over 800 people turned out to see the final show in this series, *Miracle in Rwanda*, an inspiring one-woman show about a 22-year-old Tutsi student who hid with seven other women in the tiny bathroom of a local Hutu pastor's home during the Rwandan genocide.



CENTER- and PROGRAM-FUNDED LIBRARY ACQUISITIONS

THE CENTERS AND PROGRAMS OF THE DIVISION OF INTERNATIONAL, COMPARATIVE, AND AREA STUDIES (ICA) WORK TO ACQUIRE COLLECTIONS OF SIGNIFICANT HISTORICAL DOCUMENTS, BOOKS, AND OTHER RESOURCES FOR THE STANFORD UNIVERSITY LIBRARY SYSTEM AND FOR THEIR OWN LIBRARIES AS WELL.

The Robert H.N. Ho Family Foundation Center for Buddhist Studies (HCBSS), for example, maintains a reference library and reading room that is built around primary texts and reference works on Buddhism and other Asian religions in Chinese, Japanese, Korean, Sanskrit, Pali, and Tibetan. HCBSS is actively developing its collection through purchases and donations, and is working with other Stanford University libraries to expand the university's resources for the study of Asian religions.

The Abbasi Program in Islamic Studies is dedicated to library acquisition in the area of Islam. In its short existence, the program has already made significant contributions to the Middle East library collection at Stanford University, including a set of microfilms from 1950 to the present of the influential Egyptian daily newspaper, al-Ahram; a manuscript collection of music by Turkish musician Radife Erten; records from the British Foreign Office of Saudi Arabia, 1902-1971, Yemen, 1798-1960 and Hijaz, 1798-1925; and many other important documents.

The Mediterranean Studies Forum and **The Taube Center for Jewish Studies** have partnered with the ongoing Digitized Ladino Library project, which is part of their joint Sephardi Studies Project. The purpose of the digitized library is to make a collection of printed books and manuscripts written in Ladino, a Sephardic Jewish language, easily accessible to scholars and students throughout the world. The project was started by Professor Aron Rodrigue (Director of the Mediterranean Studies Forum) in response to the steady decline in the number of Ladino speakers since the end of World War II. Numerous publications have already been translated into Ladino and published online by this project.

These are but a few of the efforts by ICA centers and programs to provide rare and significant library resources related to the internationally focused research carried out by Stanford University students and faculty. The programs and centers of the ICA Division have also helped strengthen the East Asian, European, Iranian, South Asian, and other library collections at Stanford University.



SELECT FACULTY PUBLICATIONS

BETWEEN SEPTEMBER 2005 AND AUGUST 2008, THE AFFILIATED FACULTY AND ACADEMIC STAFF OF THE DIVISION OF INTERNATIONAL, COMPARATIVE AND AREA STUDIES (ICA) PUBLISHED OVER 70 BOOKS AND ARTICLES, INCLUDING INDIVIDUAL, AWARD-WINNING WORKS, AND PUBLICATIONS WRITTEN IN COLLABORATION WITH SCHOLARS AND SPECIALISTS FROM AROUND THE WORLD.

Abbasi	Abbasi Program in Islamic Studies	CSA	Center for South Asia
CAS	Center for African Studies	HCBS	Robert H. N. Ho Family Foundation Center for Buddhist Studies
CES	Center for European Studies	IPS	Ford Dorsey Program in International Policy Studies
CEAS	Center for East Asian Studies	IR	Program in International Relations
CLAS	Center for Latin American Studies	Moghadam	Hamid and Christina Moghadam Program in Iranian Studies
CREEES	Center for Russian, East European, and Eurasian Studies	Taube	Taube Center for Jewish Studies

Befu, Harumi (CEAS), Soo Im Lee, and Stephen Murphy-Shigematsu. *Japan's Diversity Dilemmas: Ethnicity, Citizenship, and Education.* New York: iUniverse, 2006.

Beinin, Joel (Abbasi and CAS), and Rebecca L. Stein. *The Struggle for Sovereignty: Palestine and Israel, 1993-2005.* Stanford: Stanford University Press, 2006.

Carter, Steven D. (CEAS), *Householders: The Reizei Family in Japanese History.* Cambridge: Harvard University Asia Center, 2007.

Chang, Gordon (CEAS, IPS, IR), et al. *Chinese American Voices.* Berkeley: University of California Press, 2006.

Chang, Gordon (CEAS, IPS, IR), Eiichiro Azuma, and Yuji Ichioka. *Before Internment.* Stanford: Stanford University Press, 2006.

Cohen, Joshua (IPS), Abbas Milani (Abbasi, Moghadam), and Akbar Ganji. *The Road to Democracy in Iran.* Cambridge: MIT Press, 2008.

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Falcon, Walter P. (IPS), Rosamund L. Naylor (IPS, IR), Scott Rozelle (CEAS), David Victor (IPS, CLAS), Kenneth Cassman, Jikun Huang, and Mark Rosengrant. "Program for the Study of Biofuels, Poverty and Food Security." FSI Working Papers. Stanford University, Stanford, 2007.

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Fearon, James D. (CAS, IPS, IR). "Iraq's Civil War." *Foreign Affairs* 86. 2 (2007): 2-16.

Ferguson, James (CAS). *Global Shadows: Africa in the Neoliberal World Order*. Durham: Duke University Press, 2006.

Fonrobert, Charlotte Elisheva (Taube) and Martin Jaffee. *The Cambridge Companion to the Talmud and Rabbinic Literature*. Cambridge: Cambridge University Press, 2007.

Frank, Zephyr (IR, CLAS), Carlos Marichal, and Steven Topik. *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*. Durham: Duke University Press, 2006.

Greif, Avner (CES). *Institutions and the Path to the Modern Economy*. Cambridge: Cambridge University Press, 2006.

Hanretta, Sean (Abbasi, CAS). "Gender and Agency in the History of a West African Sufi Community: The Followers of Yacouba Sylla." *Comparative Studies in Society and History* 50.2 (2008): 478-508.

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Hess, Linda (CSA). *Singing Emptiness: Kumar Gandharva Performs the Poetry of Kabir*. Greenford: Seagull, 2008.

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Klein, Herbert S. (CLAS) and Francisco Vidal Luna. *Brazil Since 1980*. Cambridge: Cambridge University Press, 2006.

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