The Stanford Global Studies (SGS) Division is the university’s hub for education, research, and community engagement centered on exploring issues, societies, and cultures in regional and global perspective.

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The cover photo “Gaining Perspective” was captured at Los Glaciares National Park by Kira Smiley, a master’s student in earth systems, while she was studying abroad in Argentina.

Right, Leigh Pomerantz, who graduated with a B.A. in international relations and a minor in human rights in 2019, took this photo “Sunday at St. Johann” of St. Johann Church in Santa Maddalena, Italy.

The student photos included in this annual report were submissions from the annual SGS student photo contest.
Dear Friends,

I am pleased to share with you our annual report describing our efforts to foster teaching and research on issues, societies, and cultures in regional and global perspective. With 570 events in 2018-19 that reached over 30,000 people across the Stanford community, it was an exciting year on campus. In this year’s letter, I want to highlight three efforts in particular.

One of the special developments last year was the launch of the Kohler Fund for Innovation in Global Studies. With the generous support of Chelsea and Scott Kohler, we made commitments to five centers and programs to spur new programmatic efforts that engage faculty, students, and community members. The exciting new efforts include:

• The **Center for African Studies** will enhance its Ph.D. student programming and engagement activities as well as develop a workshop series to bring Africanist scholars to campus in an effort to improve the graduate student experience and encourage interdisciplinary debate and discussion.

• The **Center for East Asian Studies** will expand the study of Korea at Stanford by developing a public lecture series in Korean humanities, a roundtable focused on the role of artificial intelligence in gender bias, outreach seminars that give Stanford faculty the opportunity to share their research with secondary school teachers, and a Korean studies reading group led by graduate students.

• The **Europe Center** will invest in the next generation of European scholars by expanding its student programming. The center will partner with academic institutions in the U.S. and abroad to organize workshops for graduate students and increase its internship offerings to provide opportunities in Europe for students interested in environmental science.

• The **Center for Russian, East European and Eurasian Studies** will develop a speaker series, interdisciplinary courses, and working papers culminating in a conference that will address the evolution, functions, and consequences of surveillance in the modern era. Bridging the humanities, social sciences, and natural sciences, this project will foster collaboration between multiple Stanford units to produce knowledge that will benefit policymakers, students, educators, and the general public.

• The **Center for South Asia** will launch a pilot program, *A Curriculum of Hope*, to explore the political and social implications of “hope” as a response to pressing social, political, and environmental issues. The program will support a visiting artist residency, public events, workshops, and an online curriculum development project to engage students, faculty, and the general public in a conversation about hope, political despair, and intercultural understanding.

SGS also continued its program of course innovation grants to help faculty develop new curricular offerings on global and regional issues for undergraduates. Two particularly exciting courses involved a combination of classroom
learning and fieldwork. Our support to Vivian Brates, a lecturer in the Stanford Language Center, for her course *Spanish Immersion Service-Learning: Migration, Asylum, and Human Rights at the U.S. Mexico Border* enabled students to apply their advanced Spanish language skills and knowledge as volunteers with the Dilley Pro Bono Project in Dilley, Texas, where they prepared Spanish-speaking families seeking asylum for the credible fear interview.

Additionally, our grant to Beth Van Schaack, a professor in the Stanford Law School, for her class on *Understanding the Impact of New Technologies on Human Rights Investigations and Transitional Justice* allowed students to closely examine a number of jurisdictions contemplating or currently undergoing a transitional justice process—including Colombia, Syria, Myanmar, and Iraq—with an eye towards understanding the changing nature of human rights investigations and prosecutions. In June, students traveled with Professor Van Schaack on a two-week study trip to Bogotá, where they met with key stakeholders in Colombia’s ongoing peace and reconciliation process.

In addition, we announced new grants for three courses that will be offered this year, including *Human Rights Practice and Challenges in Southeast Asia* taught by Director of the Center for Human Rights & International Justice Professor David Cohen, *Love in the Time of Cinema* taught by film and media studies Professor Usha Iyer, and *Stories at the Border* taught by English Professor Roanne Kantor.

Finally, the SGS community worked closely as part of the university’s long-range planning process on the future of undergraduate education, especially the first-year experience. We are pleased that the final report of the design team recommends the adoption of a three-part sequence for the first year with a focus on liberal education, ethics and citizenship, and global perspectives. The envisioned global quarter would be an opportunity for students across the university to gain exposure to global and regional issues through both curricular and co-curricular experiences. We are enthusiastic about this new direction and will be actively engaged as the proposal is considered by the Faculty Senate this year.

Across Stanford Global Studies, our dedicated faculty and staff also worked intensively to deliver high-quality academic programming and student support. We provided over $700,000 to support 156 students and postdoctoral scholars from across the university who conducted research in 132 locations around the world. Our Global Studies Internship Program attracted 579 applications for 116 positions, and we placed students in 47 locations this past summer. And we were privileged to host speakers and visitors from over 50 countries as part of the combined efforts of our 14 centers and programs.

We are looking forward to another terrific year on campus. Thanks for your continued support.

Sincerely,

Jeremy M. Weinstein
Ugandan human rights attorney Nicholas Opiyo, a visiting scholar at the Center for African Studies, shared how his childhood experiences inspired him to dedicate his life to defending marginalized groups in society, including the LGBTQ community, social media activists, and others who face persecution.

“I had the resolve that I should use my degree and my skills as a lawyer to defend the rights of vulnerable people in my country,” he said, while speaking at the annual SGS student dinner in April.
Faculty

Faculty are integral to the division’s efforts to grow international awareness and understanding at Stanford and beyond. The 322 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.

MEET OUR FACULTY

Several new faculty members joined SGS in the 2018-19 academic year with expertise in South Asian and Islamic studies, including Samer Al-Saber, Denise Gill, and Roanne Kantor.

Samer Al-Saber
Assistant Professor, Theater and Performance Studies

“My study of the Middle East was always a journey of self-exploration and a quest for intellectual, artistic, and political liberation, just as it was my way of contributing to the production of knowledge about a misunderstood area of the world.”

Denise Gill
Assistant Professor, Music

Denise Gill is an ethnomusicologist and sound studies scholar specializing in contemporary Turkey who endeavors to develop new methodologies for critical listening.

Roanne Kantor
Assistant Professor, English

“My students constantly surprise me with their talents and interests. That is what’s so fun about teaching: I can prepare as much as I want, but the classroom always brings its own dynamic.”

POSTDOCTORAL AND VISITING SCHOLARS

Over the past year, SGS centers and programs welcomed 41 visiting scholars from different countries to build global expertise on campus. These visitors strengthen the university’s intellectual and educational environment by delivering lectures, conducting research, mentoring students, and teaching courses.

“Initially, I was a starry-eyed idealist and saw transitional justice as a panacea for addressing some of the dilemmas facing post-conflict states. Over time though, I became more attuned to the hidden political and power dynamics that undergird these processes,” said Adam Kochanski, a research fellow studying transitional justice at the Center for Human Rights & International Justice.

PERCENT OF SGS-AFFILIATED FACULTY BY SCHOOL

| School of Humanities & Sciences | 67.0% |
| Centers & Institutes             | 7.5%  |
| School of Medicine               | 5.6%  |
| School of Engineering            | 3.1%  |
| Graduate School of Education     | 3.1%  |
| Graduate School of Business      | 4.7%  |
| School of Law                    | 2.8%  |
| School of Earth Sciences         | 6%    |
| Freeman Spogli Institute for International Studies | 67% |
| Hoover Institution               | 4%    |
| Stanford Institute for Economic Policy Research | 4% |
| SLAC National Accelerator Laboratory | 4% |
| Bing Overseas Study Program      | 4%    |
Academic Programs

UNDERGRADUATE PROGRAMS

SGS supports interdisciplinary majors, minors, certificates, and honors programs for undergraduate students. In 2018-19, 221 students were enrolled in the division’s undergraduate programs. Most SGS students study overseas and acquire fluency in a second language as part of their degree requirements.

GLOBAL STUDIES MINOR

Open to undergraduates from any major, the global studies minor allows students to pursue interdisciplinary study in one of six specializations, including African studies, European studies, Iranian studies, Islamic studies, Latin American studies, and South Asian studies, while integrating this knowledge into a larger vision of global affairs.

DEGREES GRANTED

BACHELOR OF ARTS

55 International Relations

HONORS

10 International Relations

UNDERGRADUATE MINOR

13 Global Studies
23 Human Rights
7 International Relations

CERTIFICATE

5 African Studies

GRADUATE PROGRAMS

SGS offers several M.A. programs and graduate certificates, which provide students with training and exposure to regional affairs, collaborative student cohorts, supportive faculty, small class sizes, personalized advising, and competitive internship, fellowship, research, and travel opportunities. In 2018-19, a total of 62 students pursued master’s programs in SGS.

DEGREES GRANTED

MASTER OF ARTS

1 African Studies
21 East Asian Studies
7 Latin American Studies
2 Russian, East European and Eurasian Studies

GRADUATE CERTIFICATE

4 African Studies

Maame Akua Kome-Mensa

B.S. Symbolic Systems ‘19
Minor in Global Studies, African Studies specialization

“My understanding of knowledge and its purpose ... in shaping the world has changed. The minor has also taught me that there are a thousand ways to analyze and view cultural, developmental, or social situations.”
NBA basketball legend Kareem Abdul-Jabbar visited Stanford in May to discuss his many interests off the court, including politics, race relations, and religion. The event was part of the "Islam in America" series sponsored by the Abbasi Program in Islamic Studies.

In 2018-19, SGS centers and programs brought together over 30,000 attendees, who enjoyed 570 events. Lectures, conferences, workshops, films, concerts, plays, and other events connected faculty, students, and the general public.
PROGRAMS FOR LOCAL EDUCATORS

Over the last year, the NRCs—in partnership with the Center to Support Excellence in Teaching (CSET) in the Graduate School of Education, the Stanford Program on International and Cross-Cultural Education (SPICE) in the Freeman Spogli Institute, and other SGS centers—provided professional development courses, workshops, and institutes for local educators on topics including immigration, democracy, contested histories, and intersecting identities.

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COMMUNITY COLLEGE FELLOWSHIP PROGRAM

This year, the NRCs hosted a fourth cohort of community college fellows from seven schools in California and Texas. The fellows worked collaboratively on self-designed projects to incorporate global themes into their course materials. The year-long fellowship culminated at a symposium in May, which brought together over 75 community college faculty and administrators to discuss ways to prepare students for an increasingly globalized world.

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FOREIGN LANGUAGE AND AREA STUDIES (FLAS)

In 2018-19, the NRCs provided 16 students with more than $550,000 in funding to pursue fellowships for area and language studies, including Japanese, Korean, Náhuatl, and Portuguese.
SGS facilitates research and data collection across fields and national boundaries to advance our understanding of the world. In addition to providing research fellowships, SGS programs and centers host collaborative research initiatives, publish reports, and facilitate student research.

Started three years ago by Dr. Pooya Azadi, the Iran 2040 project is an interdisciplinary initiative that drives collaborative research on the future of Iran’s economic development. Azadi’s team, which has conducted data-driven research on topics as varied as agriculture, energy, and population dynamics, published two new reports on scientific output and governance this year.

Jake Zawlacki, a master’s student in Russian, East European and Eurasian studies, received funding from the Parveen Hassan and Ritva Heikkila Fund for International Research to travel to Almaty, Kazakhstan to conduct research for his thesis. “My M.A. thesis topic investigates the various elements in an early Kazakh animation film by Amen Khaydarov. I was able to access the National Film Archive, the National Archive, as well as the National Library. This short trip to Almaty proved invaluable to my thesis project as well as establishing connections that will last a lifetime,” he said.

Ten undergraduate students pursued honors theses through the Program in International Relations. Theses explored a wide range of topics, including genocide, gender equality, immigration policy, human rights, and capitalism, among others.
Global internships provide Stanford students with unique opportunities to extend classroom learning to immersive, cultural, and professional experiences around the world. The Global Studies Internship Program is the Haas Center for Public Service’s largest campus partner for overseas service opportunities—in 2019, 40% of the positions were Cardinal Quarter eligible. The internship program collaborates with SGS centers and programs to facilitate and fund 116 internship placements in 41 locations around the world. The France-Stanford Center and The Europe Center provided 10 additional opportunities, bringing the total to 126 internships funded across the division in 47 locations this past year: 112 for undergraduates, 8 for M.A. students, and 6 for Ph.D. students.

Dahee Chung, Biomedical Computation ’20, French National Institute of Health and Medical Research, France

“Academically, I learned lots of lab techniques in molecular and cellular biology. As I want to continue doing research in the future, this experience in a foreign lab made me realize that science is a universal language around the globe. I learned to be more flexible and open to feedback when there are struggles and difficulties in the course of experiments. As the project was directly related to my major and interest, the internship experience became the cornerstone for my future research career. Furthermore, I got a chance to travel around the city of Paris as well as Versailles, Nice, and several Normandy regions of France.”
SGS programs offer research grants and fellowships, internships, language study opportunities, and other funding options to students, faculty, and visiting scholars both in the U.S. and abroad. Below is a visual representation of student research, study, and internship locations around the world.

LOCATIONS OF INTERNSHIPS, LANGUAGE STUDY, AND/OR RESEARCH

- Afghanistan
- Algeria
- Australia
- Austria
- Bangladesh
- Belgium
- Bolivia
- Bosnia and Herzegovina
- Brazil
- Cambodia
- Canada
- Chile
- China
- Colombia
- Côte d’Ivoire
- Cuba
- Czech Republic
- Ecuador
- Estonia
- Finland
- France
- Georgia
- Germany
- Hong Kong
- Hungary
- India
- Ireland
- Israel
- Italy
- Japan
- Jordan
- Kenya
- Latvia
- Lithuania
- Malaysia
- Malta
- Mauritius
- Mexico
- Mongolia
- Morocco
- Myanmar
RESEARCH

Number of Scholars Funded:

- Undergraduate  20
- Master’s   29
- J.D. 1
- Ph.D.  98
- Visiting Student Researcher 3
- Postdoc 5
- Visiting Scholar 11
- Faculty 23

TOTAL FUNDING $1,278,169

GLOBAL INTERNSHIPS

Number of Students Funded:

- Undergraduate 112
- Master’s 8
- Ph.D. 6

TOTAL FUNDING $670,526

LANGUAGE STUDY

Number of Students Funded:

- Undergraduate 13
- Master’s 14
- Ph.D. 28

TOTAL FUNDING $825,106
Foreign language skills are critical for enabling Stanford students to conduct research and lead in a global context. SGS centers and programs expand access to less commonly taught languages and support language learning by funding language courses and instructors, and also through language study fellowships.

Marleny De Leon (M.A. Latin American Studies ’19) received a Foreign Language and Area Studies (FLAS) fellowship to study Portuguese in Brazil over the summer. While in South America, she also collaborated with several indigenous scholars and conducted research at the Universidade do Sul de Santa Catarina’s (UNISUL) Center for Sustainable Development.

“The FLAS summer fellowship presented me with the opportunity to live in Brazil for two months while learning Portuguese at UNISUL and absorbing the culture of Florianopolis. The experience of living in Brazil and learning Portuguese from experts in the field has granted me a new lens with which to see the world and new tools to more effectively interact with others.”
CENTERS & PROGRAMS

CENTER FOR AFRICAN STUDIES
Director: James Ferguson
Associate Director: Laura Hubbard
africanstudies.stanford.edu

CENTER FOR EAST ASIAN STUDIES
Director: Jun Uchida
Associate Director: John Groschwitz
ceas.stanford.edu

CENTER FOR LATIN AMERICAN STUDIES
Director: Alberto Diaz-Cayeros
Associate Director: Elizabeth Sáenz-Ackermann
clas.stanford.edu

CENTER FOR RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES
Director: Pavle Levi
Associate Director: Jovana Knežević
creeses.stanford.edu

CENTER FOR SOUTH ASIA
Director: Jisha Menon
Associate Director: Burçak Keskin-Kozat
southasia.stanford.edu

THE EUROPE CENTER
Director: Anna Grzymala-Busse
Program Administrator: Karen Haley
tec.fsi.stanford.edu

FRANCE-STANFORD CENTER FOR INTERDISCIPLINARY STUDIES
Director: Jessica Riskin
Program Manager: Isabelle Collignon
francestanford.stanford.edu

GLOBAL STUDIES INTERNSHIP PROGRAM
Program Manager: Denise Chu
global-internships.stanford.edu

HAMID AND CHRISTINA MOGHADAM PROGRAM IN IRANIAN STUDIES
Director: Abbas Milani
Associate Director: Roma Parhad
iranian-studies.stanford.edu

MEDITERRANEAN STUDIES FORUM
Director: Lisa Blaydes
Associate Director: Zack Al-Witri
mediterraneanstudies.stanford.edu

PROGRAM IN INTERNATIONAL RELATIONS
Director: Michael Tomz
Associate Director: Paul Festa
internationalrelations.stanford.edu

SOHAIB AND SARA ABBASI PROGRAM IN ISLAMIC STUDIES
Director: Lisa Blaydes
Associate Director: Zack Al-Witri
islamicstudies.stanford.edu

TAUBE CENTER FOR JEWISH STUDIES
Director: Charlotte Fonrobert
Center Manager: Linda Huynh
jewishstudies.stanford.edu

CENTER FOR HUMAN RIGHTS AND INTERNATIONAL JUSTICE
Director: David Cohen
Associate Director: Penelope Van Tuyl
humanrights.stanford.edu

• Turkish
• Tibetan
• Uyghur
• Yiddish
THE EUROPE CENTER

The Europe Center and the Freeman Spogli Institute for International Studies welcomed Matteo Renzi, the former prime minister of Italy and current senator of Florence, to Stanford in January 2019. During his visit, Sen. Renzi met with graduate and undergraduate students, and concluded the day with a public lecture during which he discussed two major challenges facing Europe today: populism and innovation. Speaking to a crowd of over 200 people, Sen. Renzi shared his insights and offered suggestions for addressing these unique challenges.

Professor Anna Grzymala-Busse moderated the Q&A session with Sen. Matteo Renzi on January 8, 2019 at the Bechtel Conference Center. Photo credit: Roger Winkelman.

CENTER FOR AFRICAN STUDIES

Last year, Dr. Laura Hubbard, associate director of the Center for African Studies, and a team of students including Brian Fleischer, Richard Mantey, Thierry Uwase, Kofi Owusu Agyeman, and Ogochukwu Chiamaka Agali co-led a course titled Africast 195: Shifting Frames, a student-driven course that focuses on African voices on African issues. The class provides a space to take commonly held assumptions or “frames” on topics surrounding the African continent and shift perspectives by tuning into student voices and voices from the continent.

Together, students cultivate the skills to facilitate and hold dialogues on highly contested issues, deepening and creating a community of intellectual care and responsibility. Every week, students lead the class in an exploration of a topic close to their heart, and powerful debates, discussions, and solutions take place in the Center for African Studies. Topics include LGBTQ rights, humanitarianism, popular music, governance, kinship in the diaspora, gentrification, and more. The last session of the spring quarter is called “senior frames,” an honor cord celebration of the seniors for their contributions to the class and to the community.

Seniors enrolled in Shifting Frames in their “frames” honor cords. Photo credit: Arafat Mohammed.
ABBASI PROGRAM FOR ISLAMIC STUDIES & MEDITERRANEAN STUDIES FORUM

In 2015, Zenith Irfan traveled 3,200 km through Pakistan—alone and by motorbike—from her hometown of Lahore to the Khunjerab Pass at the Chinese border. Her story inspired the film Motorcycle Girl (2018), which the Abbasi Program in Islamic Studies screened this summer as part of the Stanford Global Studies Summer Film Festival.

Women’s right to public space is contested in many parts of the world. Zenith Irfan’s journey starkly highlights this issue in a country where solo female travel is considered taboo. “We should not be making movies about women riding motorcycles,” said the film’s director Adnan Sarwar in an interview with the Abbasi Program. “It should not be considered a rare occurrence. With the release of this film, I hope I have been able to start a conversation about this issue.”

FRANCE-STANFORD CENTER FOR INTERDISCIPLINARY STUDIES

In April, the France-Stanford Center for Interdisciplinary Studies co-sponsored a conference held in Poitiers, France on “Cultural Transfers: France and the Latin East in the 12th and 13th Centuries.” Building off the success of the 2018 event, “Southern France and the Latin East in the 13th Century: Crusade, Networks, and Exchanges,” which took place at Stanford last spring, this international conference focused on the idea of cultural transfer as a concept and methodology in a place and time when linguistic, material, and cultural exchange occurred through various modes.

The conference aimed to establish lines of communication and foster intellectual exchange between the Center for Medieval and Early Modern Studies (CMEMS) at Stanford and the Center of Advanced Studies in Medieval Civilization (CESCM) at the University of Poitiers. The lineup of speakers for this three-day gathering featured graduate students and scholars from universities across Europe and the United States. The research presented at the conference will be published as a collection of papers by French publishing house Classiques Garnier.
Critically acclaimed actor and director Nandita Das came to Stanford in March 2019 to discuss her newest film at a special event, “Journey of Making Manto: From the Written Word to the Moving Image.” Held in Cubberley Auditorium, the event was sponsored by the Center for South Asia, the Abbasi Program in Islamic Studies, and Stanford Global Studies.

Dash, who has appeared in more than 40 feature films and holds a master’s degree in social work, is a fierce advocate for social justice and human rights. Her newest film, *Manto*, follows the life of Saadat Hasan Manto, an Indo-Pakistani playwright and author who chronicled the partition of India through his short stories.

In a conversation with changemaker Asha Motwani and Stanford professors Jisha Menon and Usha Iyer, Das discussed her creative process, shared anecdotes from making the film, and answered questions from the audience. “Manto’s free spirit and courage to stand up against orthodoxy of all kinds, and his compulsion to tell the truth, resonated with my own aspirations. All this and more made me feel that, by telling the story of Manto, I would be able to share my own angst and concerns,” said Das in an interview with the Center for South Asia.

The Program in International Relations (IR) focused on creating shared experiences for its interdisciplinary majors and minors through several successful community-building events this year. In the fall, IR students, faculty, and friends gathered socially to enjoy a Cheese and Chocolate Détente. Later in the year, IR Director Michael Tomz and peer advisors Andrew Lokay, Sophia Boyer, and Raveen Kumarasinghe hosted a Major Advisor Workshop for prospective majors, spiced up by a do-it-yourself taco bar. IR majors, minors, faculty, and staff feasted and fraternized at the Stanford Faculty Club during the annual IR Spring Luncheon. Students also had the opportunity to engage with IR alumni at two Career Lunches. Joshua De Leon ’17, a community impact fellow at Partnership for Public Service, talked to students interested in federal careers, civil service, social justice, and cybersecurity. Additionally, Samra Adeni ’14, chief of staff at Oakland Promise, spoke to students with interests ranging from education and nonprofits to social justice and international development. In spring quarter, the IR peer advisors also organized a movie night to screen *Persepolis*, which tells the story of growing up during the Islamic Revolution in Iran.
The Center for Latin American Studies (CLAS) hosted a “Global Risks in Latin America” seminar in the summer of 2019. The two-week long program brought together 10 university students from indigenous communities (pueblos originarios) in Mexico and five students from the Instituto Tecnológico Autónomo de México. This annual program aims to build bridges and foster dynamic conversations that allow individuals from different cultures to learn from and understand each other. The students participated in a rigorous academic program led by faculty and researchers at Stanford, where they acquired theoretical knowledge and methodological tools through lectures and workshops. Students engaged with leading scholars on some of the most pressing challenges facing Latin America today, including climate change, immigration, governance, and security.

In the classroom, students also had the opportunity to discuss how their experiences and backgrounds have shaped their perspectives. Students from indigenous groups shared how their communities face a number of external threats that put their security and biodiversity at risk. The program succeeded in providing students a safe space to engage in vibrant academic discussions and learn from one another’s diverse life experiences.

Thanks to Course Innovation Grants from SGS, and partnerships with the Language Center, the Bing Overseas Studies Program (BOSP), the Haas Center for Public Service, and the Office of the Vice Provost for Undergraduate Education, the Center for Human Rights and International Justice was able to offer two new human rights courses in spring quarter, each with a community-engaged learning component that included study trips at the conclusion of the academic term in June.

Students from HUMRTS 107: Understanding the Impact of New Technologies on Human Rights Investigations and Transitional Justice traveled with instructors Professor Beth Van Schaack and Jessie Brunner on a two-week BOSP study trip to Bogotá, where they were able to meet with and learn from key stakeholders in Colombia’s ongoing comprehensive peace process.

The other new course, HUMRTS 108: Spanish Immersion Service-Learning: Migration, Asylum, and Human Rights at the U.S. Mexico Border, was designed to help students develop advanced Spanish language proficiency through examination of issues surrounding the current immigration and refugee crises.

Following the course, students traveled with course instructor Vivian Brates and the Center’s Associate Director Penelope Van Tuyl to a family detention facility in Dilley, Texas where they volunteered with the Dilley Pro-Bono Project, preparing Spanish-speaking asylum seekers for their credible fear interviews.

Political street art in Bogotá, Colombia.
HAMID AND CHRISTINA MOGHADAM PROGRAM IN IRANIAN STUDIES

In critical response to the 2017 Executive Orders limiting travel to the United States by people from largely Muslim-majority countries, San Francisco's Grammy Award–winning Kronos Quartet created a new program featuring music from the original seven “banned” countries—Iran, Iraq, Libya, Somalia, Sudan, Syria, and Yemen. Presented by Stanford Live, Kronos’ “Music for Change: The Banned Countries” premiered at Stanford’s Bing Concert Hall on October 20, 2018 and highlighted a rich diversity of artistic voices, including works composed specifically for the performance, new collaborations, and signature works from Kronos’ extensive repertoire.

The Program in Iranian Studies was involved in the early conceptualization of this project and helped commission works in the performance. A panel discussion on the effects of the travel ban was held a few days before the concert, featuring Professor Abbas Milani, Ambassador Michael McFaul, Professor Martha Crenshaw, and Kronos’ Artistic Director David Harrington.

CENTER FOR EAST ASIAN STUDIES

In November 2018, in their first-ever collaboration in 50 years, the Center for East Asian Studies (CEAS) and the Hoover Institution Library & Archives jointly held a two-day celebration of a trifecta of anniversaries: the 50th anniversary of CEAS, the 100th anniversary of Hoover, and the 150th anniversary of the Meiji Restoration in Japan. The event was made possible by the generous support of the Consulate-General of Japan in San Francisco.

Professor Mark Ravina of Emory University, who received an M.A. in East Asian studies and a Ph.D. in history from Stanford, delivered the keynote address. The event also featured a symposium on “Japan in the Pacific World: Rethinking Japan’s Global Emergence in the Meiji Period and Beyond.” The symposium reflected the broader hope of its organizers that CEAS and Hoover will collectively expand the role of Stanford as the transpacific node of Japanese studies in the United States.

A panel discussion during the symposium on “Japan in the Pacific World: Rethinking Japan’s Global Emergence in the Meiji Period and Beyond.”

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The Kronos Quartet performs “Music for Change” at the Bing Concert Hall in October 2018. Photo credit: Harrison Truong.
“A recipe is not a formula; it’s a spell,” said Michael Twitty, an African American and Jewish culinary historian, while speaking at the Jewish Community Federation and Endowment Fund Lecture sponsored by the Taube Center for Jewish Studies. According to Twitty, to cast the wrong spell is to invite failure; to cast the right spell is to create magic.

During the event, titled “Kosher Soul,” Twitty shared his personal experiences and offered reflections on complex subjects including education, faith, and identity. He also highlighted the ways in which Black and Jewish communities have mediated otherness and oppression through food. He offered suggestions—such as a respectful way to learn and gather recipes from family members—and wove lessons of culinary history into his stories. No food was served at the event, but like any great meal, it succeeded in bringing many people together.

On February 7, 2019, the Center for Russian, East European and Eurasian Studies hosted the 21st annual Alexander Dallin Lecturer, featuring Sergei Guriev, the chief economist of the European Bank for Reconstruction and Development. Guriev, who is currently a professor of economics at the Institut d’Études Politiques in Paris, previously served as rector of the New Economic School in Moscow and advisor to former president of Russia, Dmitri Medvedev, until he fled to France in 2013. In his lecture, “Work in Transition: Transformation of Work in Russia and Other Post-Communist Countries,” Dr. Guriev discussed the changing nature of work in terms of major demographic shifts that are affecting the supply of labor, technology-related skills, and geographical shifts in the location of jobs and workers. The lecture was followed by a lively question and answer session in which leading Stanford faculty discussed the macroeconomic future of Europe. During his time at Stanford, Dr. Guriev also held a seminar for students and faculty about the economics and politics of present-day populism.
Alumni

The 14 centers and programs that make up SGS have influenced the career decisions of thousands of students. Our alumni are truly global. They have built careers around a diverse range of interests and value many aspects of their global education since leaving Stanford. SGS provided many of them with the skills needed to be policymakers, diplomats, entrepreneurs, journalists, politicians, researchers, teachers, scholars, and global leaders.

“The IR major has helped better orient my friends and me towards looking outside of ourselves and reaching out to people of different times, places, and cultures. The major also has provided us with a diverse tool kit to begin to address the diverse set of challenges we face today, from conflict to inequality,” said Katherine Irajpanah (International Relations ’19). In the fall, Katherine started a Ph.D. program in the Department of Government at Harvard University, where she will continue to study international relations and international security.

Our New Home

Over the summer, SGS relocated from Encina Hall to the beautifully renovated first floor of Encina Commons. Our relocation came as part of a larger effort to create a centrally located, academic hub on campus for internationally-focused education, research, and community engagement.

Our new address is:

Stanford Global Studies Division
Encina Commons
615 Crothers Way
Stanford, CA 94305-6045
## Financial Summary

### EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Student Aid &amp; Tuition Allowance</td>
<td>$2,677,442</td>
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<tr>
<td>Salaries: Staff &amp; Student Workers</td>
<td>$2,891,239</td>
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<tr>
<td>Salaries: Academic</td>
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<td>Programming &amp; Operating Expenses</td>
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<td>Benefits</td>
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<td>Commitment for FY 2018-19 Activities</td>
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### FUNDING

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<td>Endowment Income</td>
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<tr>
<td>Federal and Non-Federal Grants &amp; Contracts</td>
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<td>Provost, President’s Office &amp; Other</td>
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<td>Gifts</td>
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<td>Event Revenue</td>
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## Gifts & Support

The Stanford Global Studies Division extends sincere appreciation for our contributing alumni, parents, students, and friends for their generous support. Financial support provides core funding to strengthen our existing programs and 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 policymakers.

For more information about working with us to enhance global studies initiatives at Stanford, please contact Scott Sugiura, Senior Associate Director of Development at: ssugiura@stanford.edu or (650) 723-1208.