Dear Colleagues and Friends,

In a typical cover letter to our annual report, I would celebrate the many accomplishments of our faculty, staff, and students during another successful year at Stanford Global Studies. And there is much to celebrate!

But this year has been an enormous struggle for our community, just as it has challenged so many of you in your professional and personal lives. A global pandemic has disrupted everything about the way we work and live, and taken the lives of so many in its wake. An economic crisis is engulfing the United States and the world, with levels of unemployment and financial insecurity not seen since the Great Depression. Protests against systemic racism, spurred by the killings of unarmed Black Americans by police officers, represent the most widespread social movement we have witnessed since the 1960s. The protestors’ demands for change continue to echo across the United States and have proven resonant in contexts around the world.

Every day, I am shaken by the magnitude of what is happening all around us.

These developments have profoundly transformed the work of Stanford Global Studies. Most of our students are no longer on campus. Our faculty and staff are restricted from visiting campus, and primarily work from their homes. Our robust course offerings and events have been moved entirely online. And we struggle daily with the question of how best to pursue our educational mission and sustain our community in the face of physical distance and isolation.

But moments like this, however challenging, reinforce for all of us the importance of our mission. We are grateful that our work focuses on helping students think critically about the world around them. We appreciate that our centers and programs offer platforms for thinking about the impact of the pandemic, economic crisis, and issues of racism and injustice in comparative perspective. We are blessed that our university is in a position to prioritize a global education for all of our students, preparing them to navigate a world that demands an appreciation of diverse cultures and perspectives, and understanding of how events in one place reverberate across countries and contexts.
In these pages, you’ll read about all that we have accomplished during a year that demanded extraordinary patience, flexibility, and creativity. Our dedicated faculty and staff responded rapidly to changing circumstances and collaborated to deliver learning, research, and student support in a virtual environment. Our Global Studies Internship Program, which typically places over 100 students in more than 30 countries each summer, pivoted to offer 35 remote internships in 19 locations around the world. We also transitioned more than 75 events online, and two SGS centers started new podcasts, allowing us to expand our reach to audiences beyond the Bay Area.

The newly established Kohler Fund for Innovation in Global Studies supported many engaging programs in centers across SGS. The Center for Russian, East European and Eurasian Studies hosted three internationally renowned scholars and held several successful events to explore surveillance in the modern era. The Center for East Asian Studies organized a public lecture series focused on Korean humanities, as well as a Korean studies reading group led by graduate students. Several centers, whose programs were interrupted due to the pandemic, have exciting plans to engage faculty, students, and members of the public in the coming year. For example, the Center for South Asia will launch a major exploration of Arts and Justice, with leading scholars and artists across South Asia.

Community engagement was also a major priority for SGS this academic year. In partnership with the Center to Support Excellence in Teaching and the Stanford Program on International and Cross-Cultural Education, we offered professional learning courses for K-14 teachers that explored topics including Slavery in Historical and Contemporary Contexts and Understanding the World Through Religion. And our community college faculty fellowship program continued to thrive—we welcomed 10 fellows from across California and Washington, who developed projects focused on internationalizing curricula. They presented their projects and discussed ways to prepare students for an increasingly globalized world at a virtual symposium in May.

This spring, we also received the exciting news that the Faculty Senate approved a proposal to establish a Civic, Liberal, and Global Education requirement for all first-year students. This new requirement, which will be piloted over the next few years, will provide undergraduates across all majors with in-depth exposure to ideas that will prepare them to be global citizens. We look forward to playing an integral role in implementing this new requirement and helping make learning about the world a central feature of a Stanford education.

We have our work cut out for us in the year ahead. With your strong support, we’ll continue to pursue our mission. And whether online or in person, we’ll offer the Stanford community a window to the world, with a commitment to asking and answering the hard questions that this moment demands of all of us.

Jeremy M. Weinstein
The Sakurako and William Fisher Family Director of the Stanford Global Studies Division; Professor of Political Science; Senior Fellow, Freeman Spogli Institute for International Studies
SGS at-a-glance

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.

Advisory Committee

**Jisha Menon**
Director, Center for South Asia; Associate Professor of Theater and Performance Studies

**Abbas Milani**
Director, Hamid and Christina Moghadam Program in Iranian Studies; Professor, by courtesy, Stanford Global Studies

**Kenneth Schultz**
Director, Program in International Relations; Professor of Political Science

Administration

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The Sakurako and William Fisher Family Director of the Stanford Global Studies Division; Professor of Political Science

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SGS ANNUAL PHOTO CONTEST

Each year, SGS holds a photo contest, which is open to undergraduate and graduate students affiliated with the division’s 14 centers and programs. In 2020, we received more than 140 entries captured by students who traveled across the globe for research, language study, and internships. The student photos included in this annual report were submissions from the contest.

“Life Rooted” was captured by international relations major Serena Zhang when she visited the Gobi Desert while completing an internship last summer in China through the Global Studies Internship Program.
PREPARING STANFORD STUDENTS TO LEAD IN THE WORLD

- **234** Enrolled Undergraduates and **58** M.A. Students
- **42** Internships in **31** Organizations Around the World
- **350** Affiliated Faculty in **14** Centers and Programs

International relations students at an ice cream social during fall quarter.

DEEPENING UNDERSTANDING OF GLOBAL ISSUES

- **$3.6M** For courses, fellowships, language study, and research for students, faculty, and visitors
- **397** Virtual and in-person events
- **115** Language and globally-focused courses
Faculty

Faculty are integral to the division’s efforts to grow international awareness and understanding at Stanford and beyond. The 350 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

Below is a snapshot of some of the new faculty members affiliated with SGS.

**Anna Bigelow, Associate Professor of Religious Studies**

“My primary goal in teaching Islam is to illuminate the diversity, subtlety, and creativity of Muslims through time and space. I love to bring art, architecture, fiction, film, and oral histories into the classroom to complicate the texts and chronologies that often dominate the history of religions.”

**Fatoumata Seck, Assistant Professor of French and Italian**

“I work on culture and political economy. I look at a writer’s commentary on economic transformation in post-colonial Senegal: what really happened and then what writers thought about what happened. These writers developed very interesting aesthetic strategies that I’m articulating in my work, trying to understand how those strategies help us better understand the complex transformation their society underwent.”

**Soledad Artiz Prillaman, Assistant Professor of Political Science**

“In India, there is a lot of discussion around women’s labor force participation and why it lags behind most other countries. My work will (hopefully) help us understand the roots of these inequalities and also identify policies and programs that may help to reduce them.”

PERCENT OF SGS-AFFILIATED FACULTY BY SCHOOL

| School of Humanities & Sciences | 66% |
| Centers & Institutes | 3% |
| School of Medicine | 4% |
| School of Engineering | 5% |
| Graduate School of Education | 6% |
| School of Law | 9% |
| School of Earth, Energy, and Environmental Sciences | 72% |
| Graduate School of Business | 3% |

POSTDOCTORAL AND VISITING SCHOLARS

Over the past year, SGS centers and programs welcomed 55 visiting scholars, postdocs, and student researchers 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.

Ruiheng Li joined the Abbasi Program in Islamic Studies this year as a visiting student researcher. During his time at Stanford, Li conducted research at the Hoover Institution Library & Archives, where he studied the Ba’ath Party Records, a comprehensive archive documenting how Iraq was governed under Saddam Hussein’s rule.
UNDERGRADUATE PROGRAMS

SGS supports interdisciplinary majors, minors, certificates, and honors programs for undergraduate students. In 2019-20, 234 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 | 38 International Relations |
| HONORS | 4 International Relations |
| UNDERGRADUATE MINOR | 6 Global Studies |
| | 18 Human Rights |
| | 6 International Relations |
| | 2 Jewish Studies |
| CERTIFICATE | 2 African Studies |

GRADUATE PROGRAMS

SGS offers several M.A. programs, 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 2019-20, a total of 58 students pursued master's programs in SGS.

DEGREES GRANTED

| MASTER OF ARTS | 22 East Asian Studies |
| | 5 Latin American Studies |
| | 3 Russian, East European and Eurasian Studies |

Perisana Saffari ’20

“Minoring in global studies gave me the invaluable opportunity to study Iranian politics, culture, language, and public health. The unparalleled instruction I received will last me a lifetime, and I feel eager and equipped to use the lessons learned in my classes to effect meaningful change in medicine and policy,” said Persiana Saffari, who graduated from Stanford with a B.S. and M.S. in electrical engineering, as well as a minor in global studies, with a concentration in Iranian studies. Next year, she is looking forward to attending medical school.
Courses

Stanford Global Studies makes learning about and engaging with the world an integral part of a Stanford education. This year, SGS offered 115 language and globally-focused courses. 85 courses took place in-person and 30 took place virtually. Offered for the first time this year, FRENLENG 60E: French Persian Cooking gave students the opportunity to develop basic culinary skills, learn about traditional ingredients, and explore the rich culture of two regions of the world through food.

Events

Events are at the heart of building the SGS community. By inviting scholars, performers, and other luminaries to speak and collaborate with our faculty and students, SGS events instill deep curiosity and knowledge about other peoples, regions, and cultures. This year, in response to the COVID-19 pandemic, all events taking place in the spring and summer shifted to a virtual format, including the annual SGS summer film festival.

In 2019-20, SGS centers and programs brought together over 21,000 attendees, who enjoyed 319 in-person events and 78 virtual events.

397 Total number of events
227 Lectures and meetings
45 Conferences, symposia, and workshops
96 Concerts, films, social, and cultural events
29 Educational outreach and professional development events

(From left to right) Stanford scholars Michael McFaul, Colin Kahl, Abbas Milani, Lisa Blaydes, and Brett McGurk discussed the implications of the strike on Qasem Soleimani and shared their perspectives on the future of U.S.-Iran relations.
NATIONAL RESOURCE CENTERS
The U.S. Department of Education has designated two SGS centers as National Resource Centers (NRC): the Center for East Asian Studies and the Center for Latin American Studies. Supported by Title VI of the Higher Education Act, these centers collaborate on programs to internationalize K-14 curricula, provide opportunities for instruction and research on critical global issues, and strengthen access to training in modern foreign languages and area studies.

COMMUNITY COLLEGE FACULTY FELLOWSHIP PROGRAM
This year, the NRCs hosted a fifth cohort of community college faculty fellows from 10 schools across California and Washington. The fellows focused on innovative ways to infuse global themes into their classrooms, from creating a discussion series to highlight the experiences of Black immigrants in the United States to designing a humanities class to increase students’ understanding of climate justice.

FOREIGN LANGUAGE AND AREA STUDIES (FLAS)
In 2019-20, the NRCs provided 24 students with more than $600,000 in funding to pursue fellowships for area and language studies, including Portuguese, Korean, Vietnamese, Quechua, Náhuatl, Chinese, Japanese, Russian, and Maya K’iche’.

PROGRAMS FOR K-14 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 that explored a wide range of topics, including slavery, world religions, and global migration.

Educators discuss ways to teach students about world religions in a course on “Understanding the World Through Religion.”

The 2019-20 community college faculty fellows.

Total number of community college fellows

Students received FLAS fellowships

For FLAS fellowships
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.

**ANGLO-EGYPTIAN RELATIONS**

Senior Veronica Kim wrote an honors thesis on British economic policy and political coercion in Egypt from 1930-1952 through the Program in International Relations. “The area of study (Anglo-Egyptian relations) was completely out of my comfort zone, as was the method of research (archival research). I wanted to challenge myself to explore something new and engage deeply with this topic over the course of a year,” she said.

**SIBERIAN STREET ART**

Abigail Thompson, a master’s student in Russian, East European and Eurasian studies, received funding through an SGS Global Perspectives Award to travel to six cities across Russia to conduct research for her thesis on Siberian graffiti and street art. Her trip was made possible through the generous support of Ms. Xiao Liu and Mr. Dapeng Zhu.

**MOSQUITO-BORNE ILLNESSES**

This year, the Center for African Studies funded researchers working in rural Kenya studying the spread of mosquito-borne diseases. The research team has identified the most productive breeding habitats for mosquitoes that spread a range of untreatable viruses. Their findings point to more effective health interventions spearheaded by women and children.
Each year, global internships provide Stanford students with unique opportunities to extend classroom learning to immersive, cultural, and professional experiences around the world. This year, in response to the COVID-19 pandemic, SGS pivoted to offer virtual internships to more than 40 undergraduate and graduate students. The internship program continues to be the Haas Center for Public Service’s largest campus partner for overseas service opportunities—in 2020, 43% of the positions were Cardinal Quarter eligible.

In collaboration with centers and programs across SGS, the Global Studies Internship Program facilitated and funded 35 virtual internship placements in 19 locations around the world. The Center for Human Rights & International Justice and The Europe Center provided 7 additional opportunities, bringing the total to 42 internships funded across the division in 24 locations this past year: 33 for undergraduates, 8 for M.A. students, and 1 for a Ph.D. student.

**Theodore Kanell, Undeclared ’23, Intumit, Taiwan**

“This summer I hoped to gain valuable experience working at a tech company in order to determine if I wanted to major in computer science. After my time working with Intumit, a company in Taipei, Taiwan, I am confident that I will major in CS. Because of the pandemic afflicting the world, I was unable to physically travel to Taiwan for the internship. However, my virtual experience was still very valuable. Through frequent emails and video calls, I developed a wonderful working relationship with my supervisor and fellow interns at Intumit. My new understanding of how to work in a virtual environment will continue to reward me throughout my life.

Despite staying in America for the internship, I was still able to gain a greater insight into Taiwan’s culture and people. I had some opportunities to utilize my Mandarin ability. Intumit was also very kind, and at the end of the internship, they hosted a Zoom party. They sent a package with a variety of Taiwanese snacks to give the other interns and me an actual taste of Taiwanese cuisine. It was very kind, and I look forward to physically working in Taiwan sometime in the future.”
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

- Austria
- Belgium
- Brazil
- China
- Colombia
- Costa Rica
- El Salvador
- France
- Germany
- Ghana
- India
- Iraq
- Japan
- Jordan
- Laos
- Mexico
- New Zealand
- Peru
- Poland
- Russia
- Singapore
- South Korea
- Taiwan
- Thailand
- Turkey
- Ukraine
- United States
- Zimbabwe

Katherine Waissbluth
Undeclared ’22
Internship: Social Science Research Council
New York, NY

Kelsey Hope Carido
International Relations ’22
Internship: Cristosal
San Salvador, El Salvador

Alan Arroyo-Chavez
M.A., Latin American Studies ’20
Research topic: Impact of political unrest on the LGBT community in Colombia
Bogota, Colombia

Feyaad Allie
Ph.D., Political Science ’23
Research topic: Saudi and Iranian religious influence on Muslims
Delhi, India
**RESEARCH**

Number of Scholars Funded:

- Undergraduate: 49
- Master’s: 11
- J.D.: 1
- Ph.D.: 48
- Visiting Student Researcher: 5
- Postdoc: 10
- Visiting Scholar: 32
- Faculty: 9

TOTAL FUNDING: **$1,139,035**

**GLOBAL INTERNSHIPS**

Number of Students Funded:

- Undergraduate: 33
- Master’s: 8
- Ph.D.: 1

TOTAL FUNDING: **$220,080**

**LANGUAGE STUDY**

Number of Students Funded:

- Undergraduate: 8
- Master’s: 16
- Ph.D.: 10

TOTAL FUNDING: **$698,384**

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**Gabby Conforti**

*Political Science & Global Studies '22*

Language: Arabic

Amman, Jordan

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**Zoë Gioja**

*M.A., East Asian Studies '20*

Language: Korean

Seoul, South Korea

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**Alyssa Ma’ili Yee**

*International Relations '20*

Internship: University of Auckland

Auckland, New Zealand
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.

Jessica Cordiglia (M.A., Latin American Studies ’20) received an SGS Global Perspectives Award to study Quechua in Lima, Peru. Her trip was made possible through the generous support of Ms. Xiao Liu and Mr. Dapeng Zhu.

“During my stay in Perú, I took daily in-person Quechua lessons with Professor Luis Alberto Medina, from the Pontifica Universidad Católica de Lima. Our lessons consisted of four hours of review of grammar structures and conversations about the Quechua culture. Another amazing opportunity I had during my trip was to visit the National Archives in the National Library of Lima. During my visits, I accessed the newspapers archives from 1975 to look for articles about Quechua becoming an official language in Perú. Finally, I had the honor to meet Dr. Roxana Quispe Collante, the woman who made history in Perú by becoming the first person to write and defend her doctoral thesis fully in Quechua.”

$790K
Language courses and fellowships funding

15
Language courses

34
Students received language fellowships

15
Languages studied or taught

LANGUAGE STUDY SUPPORTED BY SGS

- Arabic
- Chinese
- German
- Japanese
- Kazakh
- Korean
- Maya K’iche’
- Náhuatl
- Persian
- Portuguese
- Quechua
- Ruboro
- Russian
- Sanskrit
- Vietnamese
“Wooly Friends” captured by international relations major Serena Zhang when she visited Crescent Lake in China’s Gansu Province.
Every year since its 50th anniversary, the Center for African Studies (CAS) community has gathered together for a portrait exhibition. The unveiling of the CAS family portraits—images taken of community members with words written across their bodies declaring what CAS means to each of them—is a longstanding tradition. This year’s exhibit, called *Home: CAS Connected. CAS Unwavering*, shifted online in the wake of the coronavirus pandemic. Images emphasized the connectedness and unwavering spirit of the CAS community, despite a global pandemic that left students, faculty, and staff scattered across the world. “We hoped to reflect to one another, through the images, that we are bound beyond and in excess of the Zoom screens that began to persist across our days, isolating and exhausting us,” said one student.

As the day for the exhibit approached, the murders of George Floyd, Breonna Taylor, and countless others left CAS with feelings of grief and anger. On May 31, the CAS community gathered together virtually to view the photos, which were organized into four categories: Oasis, Energy, Hub, and Family. “We sought to share back to one another the endless power and never-yielding love that is captured in each frame,” added another student.

The theme song of the exhibit, “Brighter Days” by Sauti Sol, played as the images flashed across the screen. Student poets and writers Ayoade Balogun, Josh Nkoy, and Cynthia Mchechu read original pieces written to celebrate and empower the CAS community. Together through an open mic, students also reflected on the meaning of CAS in these uncertain times. Words of gratitude were offered up for the CAS family, “where being seen fully, supported, and able to be unapologetically whole is possible.” As the photo of Roxane Somda declares, CAS is a space where it is “all about us, not me.”

In December 2019, the Abbasi Program in Islamic Studies hosted a two-day conference, organized by religious studies professor Anna Bigelow, to examine various modes of Muslim material culture. Each participant approached the question of materiality in Islamic contexts through a single object: West African prayer beads, a widely circulated image of a young Prophet Muhammad, the uniform worn by Nation of Islam women, a cistern that provided water to a diverse community, a lamp central to Bektashi practice, a standard *‘alam* used by South Asian Shi’is, a coin marked by fish, the tablets used in learning the Qur’an, images of the Prophet’s sandal, a lapel pin worn by Five Percenters, an amulet used to heal and bless, and many others. An edited volume of the conference papers, *Islam Through Objects*, will be published by Bloomsbury in 2021.
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CENTER FOR EAST ASIAN STUDIES

2019 marked the 150th anniversary of the completion of the Transcontinental Railroad across the United States. From 1862-1869 some 20,000 Chinese laborers, the vast majority of workers, built the rail line through the Sierra Nevada and across the Nevada and Utah deserts, enduring terrible extremes of winter and summer, and other brutal working conditions. In commemoration, the Center for East Asian Studies (CEAS) and the US-China Music Institute of the Bard College Conservatory of Music collaborated on a symphonic oratorio with the Chinese Railroad Workers in North America Project. The production originated with CEAS and Jindong Cai in 2012 and featured music by Pulitzer prize-winning composer Zhou Long, with lyrics by Su Wei. Artists included Bard College’s The Orchestra Now, the Silicon Valley chorale, as well as several soloists. The piece entailed a mixed chorus, full orchestra, and Chinese traditional instruments. The event was held on October 6, 2019, in collaboration with Stanford Live.

CENTER FOR HUMAN RIGHTS & INTERNATIONAL JUSTICE

In the last year, the Center for Human Rights and International Justice formed a key partnership with Stanford’s Center for Ocean Solutions (COS) to pursue research supporting evidence-based interventions to reduce modern slavery within tuna supply chains around the globe. A multidisciplinary team of Stanford faculty, staff, and students combined COS’s expertise in fisheries, ocean management, and ocean policy with the center’s expertise in human rights and human trafficking.

Environmental and social sustainability are often considered in isolation, but the linkages between the two are increasingly clear, especially in the fisheries sector. The push to cut labor costs due to reduced profits from depleted fish stocks is one of many factors that can lead to modern slavery. Continuing to fish on these depleted stocks prevents recovery, perpetuating a cycle that is destructive for both people and the oceans.

What makes this initiative unique is a partnership with some of the major tuna companies and the International Seafood Sustainability Foundation, as well as environmental and human rights NGOs, including those representing workers. Looking ahead, the center sees both a need for further research as well as the development of research-informed tools and policies that companies can use to act on their commitments.

Core team members from the Towards a Socially Responsible Tuna Supply Chain research team, including Center for Human Rights and International Justice Faculty Director David Cohen and Senior Program Manager Jessie Brunner, met at Stanford in February to develop a structure for collaboration, identify key challenges, and brainstorm solutions to addressing forced labor in tuna fisheries. Photo courtesy of the Center for Ocean Solutions.
The Center for Russian, East European and Eurasian Studies (CREEES) celebrated its 50th anniversary with a series of public events highlighting core areas of its activity. The October 4 event, “Alumni in Government and Public Service,” assembled a panel of CREEES alumni who have made an impact throughout the world with their service. From October to November, the center hosted a film series, “Images of 1969,” a retrospective of regional cinema from 1969 in four films. The anniversary festivities culminated in a conference on November 1, “Russian, East European and Eurasian Studies at Stanford in Historical and Contemporary Perspectives,” which featured scholars reflecting on the past, present, and future of the field. Finally, as part of the speaker series, “Modern Surveillance Regimes,” the 22nd Alexander Dallin Lecture brought to campus Steven Hall of the Central Intelligence Agency. In his talk “Chekist in the Kremlin: The KGB Roots of Putin’s Decision-Making and Policies,” Mr. Hall shared his insights on the impact of the security organs on Russian domestic and foreign conduct.

Each year through the Tinker Visiting Professorship Program, the Center for Latin American Studies (CLAS) hosts visiting professors from around the world who come to campus to teach classes, give lectures, and share their knowledge and expertise on a wide range of topics. This year, the visiting professors continued to enrich the academic life of Stanford as they spearheaded events on transcendental Latin American topics. In February, Professor Gabriel Gatti led “Contar la Desaparición,” a workshop about the intricate nature of disappearance, and its meaning and nuance across various disciplines. The workshop brought together scholars who discussed the ever-changing concept of disappearance and the disappeared in Latin America. Later that month, Professor Irma Alicia Velásquez Nimatuj led “The Future of Accountability and Anti-Corruption Efforts in Latin America: Guatemala and Argentina.” Co-organized with the Center on Democracy, Development and the Rule of Law, the panel discussion shed light on various and, at times, opposing perspectives on accountability and anti-corruption efforts in Guatemala and Argentina.

Steven Hall speaking at the 22nd annual Alexander Dallin Lecture. Photo credit: Michael Breger.
In December 2019, Professor of Religious Studies and Center for South Asia core faculty Elaine Fisher hosted a three-day workshop at the Stanford Humanities Center on “India in Early Modernity.” In the early modern period, roughly from 1500 to 1800, India witnessed significant transformations in the structure of religious institutions and the nature of intellectual dialogue. Perhaps most significantly, the philosophical school of Vedānta rose dramatically in popularity to become the preeminent discipline through which Hindu theology would be articulated up through the colonial encounter.

As the culmination of a multi-year Social Sciences and Humanities Research Council collaborative research project, the workshop explored how the early modern period became The Age of Vedānta. Participants presented drafts of book chapters to the community, and each participant will present a second chapter at the next conference, to be held at the University of Chicago.

In a new white paper published in March, titled “Global Populisms and Their Challenges," Director of The Europe Center Anna Grzymala-Busse, and co-authors Didi Kuo, Francis Fukuyama, and FSI Director Michael McFaul, address the surge of populist parties and politicians in the U.S. and Europe. They explain the nature of the global populist movement, discuss the threats it poses to democracy, and propose actions that mainstream political parties may take in response to the movement. The authors argue that “parties need to reclaim their role as the mainstays of democratic competition to ensure their own survival and to protect the formal institutions of democracy and the rule of law, the informal values that underpin them, and the representation of broad society.” The paper presents findings from Stanford’s Global Populisms Project, directed by Professor Grzymala-Busse and funded by the Hewlett Foundation.
FRANCE-STANFORD CENTER FOR INTERDISCIPLINARY STUDIES

As a result of the coronavirus pandemic, the France-Stanford Center was not able to send students to France this summer to participate in the Global Studies Internship Program. However, the center was able to offer several undergraduate students remote research fellowships. Throughout the summer, the students worked closely with Stanford faculty in various departments and programs, including History, French & Italian, Art & Art History, and International Relations. Projects covered topics as diverse as Macron’s presidential discourse; medieval law and resistance; colorblindness and color-consciousness in France and the United States; and the impact of Nouveau Réalisme on French visual culture.

In addition, the center supported computer science major Stepan Sharkov, who completed a virtual internship at CentraleSupélec, a French research institute in engineering and science. Over the course of seven weeks, Sharkov focused on ways to use machine learning to analyze cell division. “I wanted to have an internship in France to improve my French and learn more about the culture. Although the internship ended up being remote, I have learned about the culture of working in France through working with my supervisor,” he said. “I can refer to this experience as the most influential one professionally in future interviews and job applications.”

Stepan Sharkov ’23 completed a virtual internship at CentraleSupélec this summer. Photo courtesy of Stepan Sharkov.

HAMID AND CHRISTINA MOGHADAM PROGRAM IN IRANIAN STUDIES

In June 2020, journalists Jila Baniyaghoob and Bahman Ahmadi Amouee, who spent time in Iran’s infamous Evin prison, discussed their prison memoirs and ongoing work in a talk titled “Voices of Dissent.” Jila spent her career reporting on issues affecting women and children, particularly on the impact of war. Imprisoned several times, she talked about her book The Women of Evin Prison: Ward 209 and the ongoing challenges journalists face in Iran. Bahman wrote a definitive book on Iran’s political economy and became a target of the regime during the 2009 Green Movement. Through a series of hidden letters addressed to Jila, he wrote a detailed account of his years in Evin that shaped his recent book Life in Prison. At great personal risk, Jila and Bahman agreed to speak to Dr. Abbas Milani, director of the Program in Iranian Studies, live from their homes in Iran.

Nathan Englander’s newest novel, *Kaddish.com*, tells the story of a secular Jewish man who refuses to recite kaddish—the mourner’s prayer—for his father. To appease his family, he uses the fictional Kaddish.com to hire a stranger to fulfill the religious obligation for him. Melding fiction and reality, a website offering such a service has emerged in response to the novel. In a conversation with Stanford senior lecturer Vered Shemtov, Englander read an excerpt from his novel and discussed topics ranging from “what constitutes Jewish writing” to the ongoing Israel-Palestine conflict. The mix of irreverent creativity and devotion to the continuity of Jewish culture that makes his stories so irresistible was mirrored in his oral performance on stage. The Taube Center for Jewish Studies is grateful to the Jewish Community Federation and Endowment Fund for supporting this event, which brought one of the great American Jewish storytellers to campus.

The Program in International Relations (IR) realized a milestone when its office relocated this October to a new suite in Encina Hall, complete with workstations, lounge space, a conference room, and a kitchen. The program now has a home that students can utilize and call their own. The suite is perfectly appointed for community-building activities, and the program hosted several memorable social events throughout the year. IR held an office warming dinner party to acquaint students and faculty with their new space. Additionally, IR peer advisors organized a movie night featuring *The Lavender Scare*, a Cold-War era documentary political exposé. Over 60 students enjoyed the film while feasting on South Asian fare and Salt & Straw ice cream. During winter quarter, IR students, faculty, and friends gathered together for a “Cheese & Chocolate Détente.” The program also inaugurated a weekly “Coffee-And” where students and faculty have the opportunity to engage in discussion over a continental breakfast.
The international area centers and programs that make up SGS have influenced the career decisions of thousands of students. Our alumni are truly global. They 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.

Jenny Han, Global Studies Internship Program ’19

“I believe that the Global Studies Internship Program affords Stanford students the opportunity to engage with the world in an independent, out-of-the-classroom environment like no other program at Stanford. Through the program, I worked on a computer science education initiative organized by the non-profit Youth Global Network and the University of Hong Kong. I was able to reflect on my identities as a foreigner, a Stanford student, and a daughter of Chinese immigrants in the context of Hong Kong-China-U.S. relations. I also met amazing mentors at the non-profit, and it was because of my mentors’ encouragement that I decided to apply for a Fulbright in China. In 2021, I will be a Fulbright student researcher at Peking University, exploring the use of technology in rural classrooms. In the years ahead, I hope to embody the same spirit of collaborative exchange, cultural humility, and independence that I learned from the Stanford Global Studies Internship Program.”

Reunion Homecoming

This October, the Program in International Relations welcomed alumni and their families back to the Farm to reconnect with one another during Reunion Homecoming weekend.
The Stanford Global Studies Division extends sincere appreciation to our contributing alumni, parents, students, and friends for their generous support. Financial support provides core funding to strengthen our existing programs 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.

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International relations major Natalie Adams-Menendez captured this photo “Hope” at Ponte alle Grazie in Florence, Italy. “During Winter 2019-20, I studied abroad in Italy, where I took this photo on one of my daily walks to the Breyer Stanford Center in Florence. At the time, Italy was beginning to face its first wave of COVID-19 throughout its northern regions. I thought that this particular moment served as a pleasantly surprising and fitting metaphor to represent the sentiments of the Italians around me at the time. Although together we faced a dark, tumultuous, and dangerous time, a sense of unity and strength remained. While walking over the Ponte alle Grazie, I was thankful to capture this rainbow of hope on such a cloudy day,” she said.