Research with a Public Purpose was a day-long series of thesis presentations by Stanford’s Public Service Scholars in May 2004. Founded in 1994, the Public Service Scholars Program facilitates community-based research projects, resulting in senior honors theses across many disciplines. PSSP is often the culmination of a student’s progressive rise to positions of greater service leadership. This year, the presentations took place in two concurrent venues, concluding with a reception at Haas for Scholars, student and community audiences, faculty and staff. Above left, Diana Vizcarra ’04 (Comparative Literature) presents “With a Vision for Our Community: the production and reception of the Chicano/Latino young adult novel” in the Donald Kennedy Room. At right, Ranjana Reddy ’04 (Science, Technology, and Society/Ethics in Society) presents “Private Donations to Public Schools: An Egalitarian Analysis” at the Career Development Center. For a complete list of students, thesis titles, faculty advisors and mentors, visit the Haas website, click on PROGRAMS> Academics & Service> PSSP> 2004 Public Service Scholars.

Learn and Lend a Hand is “Magic” in 2004

By Lara Siu

Each year during Reunion Homecoming weekend, the Haas Center holds a special event called Learn and Lend a Hand, designed to engage alumni in the discussion of a current social or community issue while working on a related, hands-on service project.

This fall we will partner with Magic, a Palo Alto-based non-profit organization that demonstrates how people can apply methods and principles of ecology to discover and further the common interests of humankind. Since 1979, Magic has worked with Stanford to enhance native species’ habitats and to regenerate their populations on university lands.

Reference:
Magic at RH ’04 continued on page 9
Message From the Director

How We Define Service-learning

How does service-learning fit into the work of the Haas Center?

This question comes up often and I will use this space to describe the way I think about the answer.

Service-learning is usually viewed as a form of experiential learning: knowledge and skills learned in the classroom are combined with experience in providing some form of community or public service. The objective involves both the attainment of particular academic objectives and the provision of service. A period of deliberate reflection on what the student did and saw during the period of service is an essential part of the learning process.

People often associate the term service-learning with courses. The Haas Center has, in fact, worked to augment the considerable number of service-learning courses that are taught at Stanford. However, courses represent just one form of service-learning.

Some of the most intense forms of service-learning at the Haas Center involve the nearly 100 fellowships that we offer. In virtually all cases, an attempt is made to provide students with academic preparation for their placements at agencies and non-profit organizations. The provision of service is a central part of the fellowship experience. Reflection is also a part of all fellowships that we offer. And for students returning to campus after their placements, a deliberate effort is made to link the fellowship experience with the students’ continuing academic program. We are now in the process of modeling the experience of the 130 or so Stanford students who participate in the federally-subsidized Community Service Work-Study program each summer along the same lines.

Another intensive form of service-learning occurs in the context of our community-based research activities, particularly in the Public Service Scholars Program. As another example, we are currently working with coordinators of Master’s thesis projects in the School of Education to help shape more of those projects to contribute to the work of schools and non-profit organizations concerned with K-12 education.

Much of the Haas Center’s K-12 programming also involves service-learning, but the intensity of the learning varies considerably, depending on a student’s level of participation. The deepest learning occurs for students who assume leadership roles in the three main schools programs: Ravenswood Tutors, East Palo Alto Stanford Academy, and Upward Bound.

During the 2004 – 05 academic year, we will be creating a program that provides a formal structure for augmenting the public service leadership development experiences inherent in the above-noted service-learning work. This program will provide new opportunities for students engaged in public service work to learn about leadership theories and to develop leadership skills. We will also plan to integrate concepts linked to citizenship and participatory democracy into the leadership development program.

In summary, the conceptualization of service-learning above is fundamental to meeting the Haas Center’s mission: connecting academic study with community and public service to strengthen communities and develop effective public leaders.

Photo credit: L.A. Cicero / Stanford News Service
L en Ortolano, the UPS Foundation Professor of Civil Engineering in Urban and Regional Planning, was appointed in April, 2004 to serve as the first Peter E. Haas Director of the Haas Center for Public Service by Provost John Etchemendy. He had been serving as the center’s interim director during a 10-month national search to fill the position.

Record Numbers of Universities Making Service a Top Priority

Providence, RI: May 3, 2004 - Campus Compact released the results of its most recent annual survey of colleges and universities, in which member institutions reported not only record participation in community service but also an increase in structural and financial support for initiatives to improve communities and to make civic learning part of academic life.

“Campuses across the country are taking unprecedented steps to be active contributors to American democracy,” said Campus Compact’s executive director Elizabeth Hollander.

Students nationwide are working with their campuses to address pressing community issues, such as improving K-12 schools, creating healthier communities, and protecting our environment. Moreover, the study shows that students are not alone. Record numbers of college presidents are also involved in civic initiatives, both on and off-campus.


Editor’s note: President emeritus Donald Kennedy co-founded Campus Compact, a nationwide public service initiative by college and university presidents, in 1985. The Stanford Public Service Center (now Haas Center) was incubated at the same time.

M imi and Peter Haas were honored at the National Advisory Board (NAB) luncheon in March 2004. Isaac Stein (standing), outgoing chair of the Stanford Board of Trustees, spoke about the Haas family’s history of giving over the past 20 years. Then, “fast forwarding” to 2003, he thanked them for their recent pledge to create endowments to support core service-learning work and establish the Peter E. Haas Directorship of the center.

Seated, left to right: Tashia Morgridge, chair of NAB; Walter J. Haas, a trustee of the Walter and Elise Haas Fund; Peter E. Haas, and Mimi Haas. Stein concluded his speech with a toast: “Now, you may have noticed that there hasn’t been a lot of hoopla around this extraordinary new commitment to Stanford by the Haas Family. That’s because they asked us not to. But we couldn’t resist taking this opportunity to raise a glass to Peter and Mimi, to Pam* and Wally Haas, and to all who made it possible for us to be celebrating such a wonderful moment today.”

* Pamela David is Executive Director of the Walter and Elise Haas Fund.

The Haas Center by the Numbers is an annually-updated handout that summarizes information about the organization and administration of Haas service activities, including development and budgets. As of fall 2003, there were 2,589 students involved in center-supported activities, serving 290 local and national agencies. This offers a snapshot of the impact of the Haas Center on Stanford students, as well as the communities they serve. To view or request a copy, visit the Haas Center website (http://haas.stanford.edu – ABOUT) or phone (650) 723-0992.
We are in the midst of a nationwide literacy crisis, which is reflected in our local schools. In the Ravenswood City School District, less than four miles from Palm Drive in East Palo Alto, a large majority of elementary school children fail to achieve English language and core reading competencies by grade 3. There is ample evidence that children who are lagging by grade 3 will remain poor readers. Recent scholarship and frontline practice demonstrate that the support for at-risk readers recommended to avert reading failure is sustained one-on-one tutoring with well-trained, supported and supervised tutors.

Beginning fall quarter 2004, the growing collaboration between the Haas Center and the Stanford University School of Education (SUSE) will see the transformation of our long-time elementary literacy tutoring program, Ravenswood Reads. The emerging program, Ravenswood Tutors, will have two components: Ravenswood English and Ravenswood Reads (guided respectively by Professors Guadalupe Valdés and Connie Juel, see below). The faculty, working with the center’s Stanford/Ravenswood Partnership Coordinator Jesse Moya and graduate students, will train and direct the talents and energies of 100 undergraduates to deliver and document intensive tutoring with at least 115 children in the K-2 grades in two East Palo Alto schools. The program also includes a rigorous assessment and evaluation component, so that we will be able to advance the frontiers of research regarding the influence of particular types of tutoring programs in enhancing the reading skills of young children.

Connie Juel
’71 (Spanish; ’77 PhD, Education) Professor of Education

By the time Connie Juel arrived back at Stanford last fall, she had conducted research on student tutoring programs “down to the level of what tutors actually say, and what activities tutors use.” Public service has always been part of her teaching, beginning at the University of Virginia, where she initiated a community volunteer tutorial in reading development, conducted research on intervention, and co-wrote a manual, Book Buddies. Later, at Harvard, she trained reading specialists for the reading disabled, collaborating with schools and hospitals.

Focus on Faculty

It was only natural that upon her arrival back at Stanford to join a faculty team to build SUSE’s elementary teacher education program (STEP), Haas staff would ask Juel to take a look at the center’s Ravenswood Reads tutoring program, in which students tutored local elementary children in grades 2-5. “The curriculum was good, but I could see it needed improvement. A most important obvious factor was that there were not enough books for K-2 grade children.”

To augment tutor training already being offered by the Haas Center, Juel taught a class in winter ’04 for undergraduate tutor coordinators and SUSE doctoral students called Designing a Curriculum for Literacy Volunteers. “We went out to Costaño [in East Palo Alto] to observe the tutors and children, we looked at evaluations, and we discussed what was working and what wasn’t with the tutors, coordinators, teachers, and the principal, Marlene Davis. At the end of the quarter, we had created a draft manual, a hybrid of the old curriculum and some new routines.”

The program is a work in progress. “For now, the focus has been on integrating more books into the sessions. In addition, the writing curriculum and phonics for the youngest children have been improved.”

Juel looks forward to the coming year, working with both the Haas Center and colleague Guadalupe Valdés (see page 5) to implement both components of Ravenswood Tutors. Her course will now train tutors as well as tutor coordinators, and it will also become the first course in the new elementary education teacher training program in SUSE.

Members of the fall class will be encouraged to serve as Ravenswood Reads tutors all year. The effectiveness of the program also will be assessed. Juel videotapes interactions
of the children and tutors, meets with teachers and with parents, assesses the children’s literacy growth and analyzes the data to see what seems to be working. It’s a time-consuming process, and Juel credits the SUSE/Haas collaboration, including funding for graduate assistants, with making her work possible.

“Stanford is unique in its commitment to public service. The undergraduates are motivated!” Juel sees great value at every level of Ravenswood Tutors in the work she is doing: for the children, the Stanford tutors and tutor coordinators, the graduate students, as well as for herself. “Very young children love working with adults. The earliest intervention is best, and the best intervention beyond the classroom is one-on-one tutoring.”

—Elise Miller

Guadalupe Valdés
Bonnie Katz Tenenbaum Professor of Education

As a leader in teaching and research on English Language Learners (ELLs), Guadalupe Valdés encourages Stanford students to pursue careers in ELL education. In her service-learning course, she suggests that students focusing on very young children see their progress early on. “The tutors are very motivated by seeing the tangible results of their work.”

In winter quarter 2004, Valdés’ course, Critical Perspectives on Tutoring/Teaching English Language Learners, allowed her to work with Stanford undergraduates planning to tutor at Green Oaks Academy in East Palo Alto through the Haas Center’s Ready to Read elementary tutoring program (now Ravenswood English). Through her collaboration with the Haas Center, Valdés has been able to enhance her own work and, in turn, to raise the level of practice among Stanford tutors of children learning English as a second language.

Despite the labor-intensive nature of preparing for and implementing a new course, Valdés chose to add a service component to her regular academic responsibilities because of her interest in “training the Stanford undergraduates who are so eager to teach and work with ELLs.” Valdés hopes that through the course she was able to help them understand the context of the schools they were working in and the nature of English language acquisition.

This past spring quarter, in addition to training and supervising tutors for ELLs at Green Oaks, Valdés and her doctoral student, Savitha Moorthy (PhD ’06, Education), also collected data by videotaping child-tutor interactions. Valdés notes that “Savitha works with teachers to understand the needs of the children and to select the children for the program.” This summer, taped sessions are being transcribed by Miguel Ortega ’07 (Undeclared), an undergraduate Ravenswood English tutor. “Our analysis of data allows us to document the tutoring effort, and our conclusions often point to new questions. Our intention is to understand how interactions in English influence the acquisition of English by young Latino students.”

Valdés acknowledges the significant role that the Haas Center plays in the administration of her service-learning course. “The Haas Center has experience with the logistics in the field, attracting Stanford tutors, arranging schedules, transportation, and classroom space for tutoring, and providing consistent professional supervision. And the many years of experience working with undergraduate tutors that Jesse Moya has is invaluable.”

Through a generous internal gift recently approved by Stanford’s President John Hennessy and with continued support from the Peninsula Community Foundation and other funders, the Haas Center will be able to retain Savitha Moorthy and bring in at least one other part-time graduate assistant to provide on-site tutor support, training and documentation to assist with research.

Armed with feedback and evaluations from spring quarter tutors, Valdés will continue her ELL work, which in fall ’04 will be folded into Ravenswood Tutors. Valdés expects that “Connie Juel’s introductory class will provide key background for my training for tutors of ELLs.” Through data collection and analysis of the service project, Valdés hopes to document the levels of growth that result from various kinds of training activities for tutors, and also to study the best ways of measuring such growth.

—Stefanie Kim

Faculty and students donate many hours to make Ravenswood Tutors possible, but we are actively seeking support for graduate and undergraduate student staff and direct program costs for the 2004-05 year. To learn more, contact Suzanne Abel at sabel@stanford.edu or (650) 723-4719.

gift opportunity
**Student Reflection: from course to fellowship at the speed of light**

By Ginger Turner ’04 (Economics/Management Science & Engineering)

In March 2003, as I walked into the first day of class and eyed my new companions for the upcoming spring quarter, I never envisioned that one year later, I would be sitting with some of the same Stanford students next to the neighborhood goats, a sweet-lime farmer, and a 106-year-old grandmother in a hamlet several hundred kilometers outside Bombay, India.

The class was Social Entrepreneurship Startup (SES), taught by Bill Behrman, Assistant Professor of Civil & Environmental Engineering. It was a joint effort of the Graduate Business and Engineering schools to use Silicon Valley technology and entrepreneurship skills to improve quality of life for people in developing countries. Our task was to use cutting-edge technology to develop a replacement for dim, smoky, and expensive kerosene lanterns, which are a primary source of lighting—and respiratory illness—in 1.7 billion homes around the world.

It was an intense and fulfilling quarter, as we got feedback from top Silicon Valley experts in a wide range of fields—including engineering, business, international development, and anthropology—in an effort to understand the business opportunity, technical feasibility, and customer need for a new lighting product.

After the course, with the product design and market research we had prepared, the project generated great momentum in Silicon Valley in the form of venture capital support for a continuation of the SES class, as well as excitement from students planning to pursue careers using technology in international development and social entrepreneurship. Harnessing this support, several of my classmates started a company called Ignite Innovations to deliver the solar-powered, one-watt white light emitting diode (LED) lantern we had created to villages in India.

Despite the wealth of knowledge, resources, and hope we had gathered, transferring a new technology from the “Stanford bubble” to real village households remains a great challenge. For example, how many hours would it take by bicycle to the nearest village market to buy a spare part, assuming it was available? Such detailed bits of local knowledge were necessary to complete the picture. On the other side of campus, my classmates in the Haas Summer Fellows Program, some of whom have worked in local village projects from Haiti to Tanzania, are helping conquer this divide, with their detailed understanding of village life and culture. With a generous grant from the Andrew J. Daher Fellowship through the Haas Center, I will travel from India to Cape Town in August 2004 to do market research for a possible expansion of Ignite into South African townships in partnership with the University of Cape Town’s Students’ Health and Welfare Centres Organization (SHAWCO).

For now, as I sit here in the Ignite office in New Delhi, I hope that the bridges between the business and engineering schools and the Haas Center continue to grow. Stanford University is uniquely positioned to tackle new challenges in community service with technology. We enjoy one of the strongest engineering schools in the world and one of the most active and renowned centers for public service, not to mention an enthusiastic student body motivated to move into meaningful international work. I am staggered by the number of brilliant engineering students who have personally approached me to volunteer for Ignite, and I believe there are a significant number of Stanford students, especially in engineering and technical programs, who hunger for a more meaningful engagement with both domestic and international service.

**Editor’s Note:** For more information on the Ignite project in India and South Africa, contact Ginger directly at gturner@igniteinnovations.com, or International Development Enterprises staff explain the Stanford SES solar light to villagers in West Bengal, July 2003. Photo courtesy of Ginger Turner, above right.
We congratulate the following students, who combined academic excellence with commitment to service-related activities through the Haas Center during their years at Stanford.

**National**

Carnegie Endowment for International Peace Junior Fellow
**Victorien Wu ’04 (Political Science)**

Eben Tisdale Fellows
**Kevin Dious ’04 (Materials Science and Engineering)**

**Erin Krampetz ’04 (International Relations/Spanish)**

**Christopher Tan ’05 (Economics)**

**Jane Vaynman ’04 (International Relations/Russian and East European Studies)**

**University**

Chappell-Lougee Scholars
**Kiyomi Burchill ’06 (Comparative Studies in Race and Ethnicity)**

**Agustin Cervantes ’06 (Undeclared)**

**Albert Chang ’06 (Undeclared)**

**Scott Thompson ’06 (Undeclared)**

**Richard Vaughn ’06 (International Relations)**

Robert M. Golden Medal for Excellence in Humanities and Creative Arts
**Eric Kramon ’04 (Political Science/History)**

**Ranjana Reddy ’04 (Science, Technology and Society)**

Firestone Medal for Excellence in Research
**Katherine Cameron ’04 (Public Policy/Economics)**

**Nathaniel Hilger ’04 (Economics/Philosophy)**

**Alexander Kendall ’04 (Economics/Mathematics/Political Science)**

**Noah Popp ’04 (Political Science/Economics)**

**Harini Raghupathi ’04 (Science, Technology and Society/Public Policy)**

**Anya Vodopyanov ’04 (Political Science/Economics/History)**

**John and Marjorie Hines Prize in American History**

**Elizabeth Eraker ’04 (History/Economics)**

**Sonia Mittal ’04 (History)**

**James W. Lyons Award**

**Elizabeth Kwo ’04 (Human Biology)**

**Dean of Students Outstanding Achievement Award**

**Educational Studies Program at Stanford**

**Pilipino American Student Union 6 Degrees**

**United Students for Veterans’ Health**

**Louis Sudler Prize in the Creative Arts**

**Kathleen Founds ’04 (Religious Studies/Creative Writing)**

**Stanford Alumni Association J. E. Wallace Sterling Award for Volunteer Service at Stanford (finalist)**

**Stephen Chan ’04 (Public Policy)**

**Departmental**

**Anthropological Sciences**

George and Louise Spindler Award for Excellence

**Kevin Medrano ’04 (Anthropological Sciences)**

**Art & Art History**

**Leo Holub Award in Photography**

**Michael Riemenschneider ’04 (Political Science/Sociology)**

**Humansities Award in Studio Art**

**Katharina Kircanski ’04 (Psychology/Art, M.A. Psychology/Art)**

**Communication**

**Mary and Jacquelyn Edmonds Prize**

**Akisha Townsend ’03 (Communication)**
What better way to mark the 20th anniversary of the Haas Center than by looking back at its many participants? Last summer, the Haas Center’s External Relations office embarked on a major alumni research project to collect and record the names of students involved in our staff-led programs and student groups over the years. Along with names, we gathered information about the programs in which each student was involved, learned, and exercised leadership while at Stanford. Our many sources included annual reports, newsletters, staff files, Haas Center archives, university archives, and the personal institutional memory rescued from staff, alumni and friends of Haas.

The research effort was spearheaded by Charisse Domingo ’96 and supported by Haas Center staff and alumni volunteers including Jennifer Fan ’95, Andy Kiang ’96, Andrew Nelson ’98, and Elizabeth Pianca ’99. We received crucial financial support from the Stanford Associates in the form of a special project grant.

One year later, we are nearly 10,000 alumni names richer. This summer, we aim to complete the process of recording key information in both Haas Center and university databases.

Why is this alumni research project a priority for the Haas Center? Our mission is to connect academic study with community and public service to strengthen communities and develop effective public leaders. True, our work is student-focused. But our students today soon will become our alumni, and what they do after graduation is of critical importance to us—it is in part why the Haas Center exists.

By looking at who our alumni are and how they are serving the world, we can truly reflect on the Haas Center’s first 20 years. Now that it is possible to reach out to this population, we plan to conduct an alumni survey in the coming ’04-05 academic year. Our goal is to identify alumni who are actively engaged in public service, either as career professionals or in volunteer leadership roles, and invite them to reconnect with the Haas Center by sharing their talents, skills, time, resources, and visions for the future of public service education at Stanford.

PSSP Reunion continued from page 1

creativity and empowerment.

The Public Service Scholars Program was directed from its inception by Nadinne Cruz, Haas Director from 2000 through 2003. In 1999, Director of Public Service Education Jackie Schmidt-Posner became co-director of the program, becoming sole director in 2002-03.

As part of Reunion Homecoming 2004, Schmidt-Posner is inviting all PSSP alumni to join in toasting their achievements in research and looking to the future of the program. “Our hope is that the reunion will help launch an alumni group that will be able to network and offer support for future Public Service Scholars,” she explains. “After 10 years, we have a critical mass. We have the opportunity to build and strengthen relationships between alumni of the program and current students.”

The event will take place from 3:30 to 5:00 p.m. in the Donald Kennedy Conference Room at the center. In honor of the decade of research, a book of updates about what the Scholars have been doing since graduation is being compiled by Schmidt-Posner, working with former Scholars, Keira Goldstein ’02 (Cultural & Social Anthropology) and Colin Mathewson ’02 (Urban Studies). The book, which will include a history of PSSP and a directory of alumni, will be distributed at the event and mailed to alumni who cannot attend.

Plans for the Haas Center’s new website, to be launched fall quarter 2004, include a PSSP alumni page. Look for the results of the center’s alumni tracking process (see Alumni Research, left) as a feature on the web page, along with alumni reflections and accomplishments since graduation. An online database will contain PSSP thesis abstracts linked to pdf files with the full thesis texts.

“The program began because seniors involved in community service wanted to write theses that contributed to community well-being,” Schmidt-Posner says. “Through our website, available to community and university alike, we hope that research will become useful beyond the present—
I have never been part of a barn-raising, but I have seen plenty in movies and on TV. In a barn-raising, a tight-knit community (usually wearing strange hats and old-fashioned dresses) gets together to build something of importance to that community: a barn or house for a new family (like in Witness) or a church or community center (like in Cold Mountain). Everyone in the community participates, each person contributing what they can. The elders sit on chairs and give advice, the carpenters supervise the work and perform the specialty tasks, the young folks contribute sweat and hard work, the cooks provide food and refreshments, and the children carry supplies and run errands. The most important thing about these barn raisings, though, is that in addition to building a new structure of some kind, the activity also helps bring people together and build a sense of community and shared purpose.

I have recently had the privilege of being involved in a figurative barn-raising, of sorts, in the community of John Gardner Fellows. The program is approaching its 20-year anniversary and now has more than 100 alumni, but it has no formal alumni network. A year ago, Jeanne Wahl Halleck, long-time administrator of the Stanford program, asked me to join a group of former Fellows to create a new association that would connect alumni, support the Fellowship Program, and promote the public service vision of John W. Gardner. I soon joined this small band of dedicated alumni, and the building began. Each of us brought to the task our particular expertise: the consultants organized the group and drew Power Point charts, the lawyers provided advice on forming the non-profit entity and prepared the necessary documents, the financial people drafted budgets, the fundraisers developed a plan to raise money for the new organization, and the marketing and technical people began designing the website.

Today the John Gardner Fellowship Association is a reality. We have a solid foundation and a framework in place. We have an initial slate of officers and a registered non-profit corporation. We are building a website and have selected fundraising captains for each class. We are almost ready to go. And it all came together with alarming speed, just like on Little House on the Prairie.

The most amazing thing about this process, however, is the remarkable community that has developed among us while building the JGFA. I have always felt a close tie to the Fellowship program and to certain Fellowship alumni, but this “barn-raising” has enabled me to become a part of a new, living community of extraordinary, public-service oriented people. I feel connected to public service and to Stanford in a way that I have not felt in years. And it feels terrific.

So, while I still may not know how to drive a nail, I can now watch those old-fashioned movies and feel that I, too, know what it means to build something important, almost overnight, with members of my extended community.

To learn more about the JGFA or to contribute in some way, please contact me at jonwelner@paulhastings.com or Waseem Noor at wnoor@sdg.com.
The Haas Center celebrated the public service commitment of the Class of 2004 at its annual Graduation Breakfast. Besides offering a warm welcome and nourishment to all family members and friends of the graduates, the center provided shuttle service to Stanford stadium for Commencement. Left to right: SIG advisor Jeanne Wahl Halleck with Nina Bilimoria, Stanford in Government chair; Kevin Medrano, 3-year Public Service Advising Fellow, his parents and Kent Koth; and Advising Fellows Alison Riechenthal and Stephen Chan with Jackie Schmidt-Posner (center).

KUDOS continued from page 7

Comparative Studies in Race and Ethnicity
Ernesto Galarza Prize for Excellence in Chicano Research
Shirin Zarafshar ’05 (History/Biological Sciences)

Renato I. Rosaldo, Jr. Award
Raymond Berdugo ’04 (Biological Sciences/Spanish)

Cultural and Social Anthropology
Robert Bayard Textor Award for Outstanding Creativity
Timmy Lu ’05 (Sociology/Asian American Studies)

Economics
John G. Sobieski Prize for Outstanding Scholarship in Economics
William Hanlon ’03 (Economics)
Alexander Kendall ’04 (Economics/Mathematics/Political Science)
Ginger Turner ’04 (Economics/Materials Science & Engineering)

English
Urmy-Hardy Poetry Award
Jenny Zhang ’05 (Comparative Studies in Race and Ethnicity)

Ethics in Society
The Lyle and Olive Cook Family Fund Award
Yvonne Chan ’04 (Human Biology)

French and Italian
Laurence C. Franklin Prize for Students in French
Amy Aniobi ’06 (Undeclared)

Paul Roberts and Nina Marton Prize for Best Essay in Italian
Rebecca Freeland ’04 (History/Italian)

History
James Birdsall Weter Prize
Sonia Mittal ’04 (History)

Human Biology
Mary and Jacquelyn Edmonds Prize for Outstanding Junior
Meklet Workneh ’05 (Human Biology)

Excellence in Human Biology Honors Research
Austen Epstein ’03 (Human Biology, M.A. Sociology)
Tatiana Taylor ’04 (Human Biology)

Kirsten Fohnmayer Research Prize
Sarah Schulman ’05 (Human Biology)

Humanities and Sciences Programs
Francisco Lopes Humanities Essay Prize
Rebecca Freeland ’04 (History/Italian)

Michelle Z. Rosaldo Social Science Essay Prize
Claire Williams ’04 (History, M.A. Cultural and Social Anthropology)

International Relations
International Relations Distinguished Honors Award
Nina Bilimoria ’04 (International Relations)
Alexander Rosas ’04 (International Relations/Comparative Studies in Race and Ethnicity)

Philosophy
John Mothershead Award
Victoria Brown ’04 (Philosophy)

Political Science
Lindsay Peters, Jr. Prize
Steven Tagle ’07 (Undeclared)

Spanish and Portuguese
Best Undergraduate Essay
Ashley Frush ’04 (Urban Studies/Spanish)
Where Are They Now?

Elizabeth G. Pianca ‘99 (Urban Studies) was chair of Stanford in Government and a John Gardner Public Service Fellow at the National Trust for Historic Preservation in Washington, DC. Following her fellowship, she continued working at the National Trust until entering law school at Santa Clara University in August 2002. There, Pianca served as president of the school’s Environmental Law Society, and is now the Managing Editor of the Santa Clara University Law Review. She is spending the summer at the Katharine & George Alexander Community Law Center in San José, where she works on consumer protection cases and staffs the Center’s drop-in advice clinics for consumer and debtor’s rights, immigration, and workers’ compensation. Contact: pianca@stanfordalumni.org.

Abdi Soltani ‘95 (Biological Sciences), a former John Gardner Fellow, and current Executive Director of Californians for Justice (CFJ), is leaving the staff after nine years of service. CFJ is a statewide grassroots organization working to empower communities that have been pushed to the margins of the political process. It brings together diverse members of the community to mobilize public support for policy change in the area of civil rights and public education. Beginning August 1st, Soltani will take on the role of Executive Director of the newly-formed Campaign for College Opportunity, a statewide effort founded by business, labor, and civic leaders to ensure higher education access in the face of growing demand and diminishing state budgets. Soltani hopes to overcome such obstacles through a campaign that increases the public’s awareness, builds a broad-based coalition, and develops policy alternatives. He writes, “Without action, our state will break the promise of college opportunity for all students.” Contact: abdi@caljustice.org.

Alex Tung ’00 (Electrical Engineering, ’02 M.S., ’07 PhD) is volunteering in Zambia with Cosmos Education, a non-profit organization composed of students and professionals from around the world. He works with students in local schools and also helps with curriculum development and organizational planning. Along with teaching young Zambians about science and technology, Cosmos Education addresses issues of sustainable development, appropriate technologies, the environment and health. Tung writes enthusiastically of the diverse curriculum, which “ranges from how Aristothenes first discovered that the Earth was round to how a DNA molecule replicates.” Cosmos strives to help children think critically about the world around them and to inspire and empower their problem solving abilities. The group also hopes to implement Cosmos clubs in each of nine local schools to supplement existing science, math and HIV/AIDS clubs. Tung’s experiences with Cosmos have inspired his PhD work, and he hopes eventually to bring low-cost medical technology to developing countries. Contact: tungsten@stanford.edu.

Martins Zemitis ’00 (International Relations) served as the SIG International director during his time at Stanford, helping to expand the international fellowships opportunities for fellow students. He now works for the Latvian Investment and Development Agency as the Head of Business Environment and Information Division. This past June he ran in the European Parliament elections and his party (People’s Party of Latvia) obtained one of nine seats reserved for Latvia. Zemitis hopes to pursue his passion for international affairs through involvement with the European Commission’s Directorate General for Enterprise and Information technology. Contact: martinz@stanfordalumni.org.
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Students, Alumni, Staff, Faculty, Friends of the Haas Center:

You have helped to create a legacy of service at Stanford!
Leave your mark in perpetuity with an engraved brick in the Ford Courtyard.
Honor a student, friend, loved one or your own commitment to service.

Engraved bricks are $100 each. Consider pooling resources, i.e. 10 x $10 or 20 x $5.
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