Four Basic Food Groups at Stanford

students share how they grow sustainability on campus

plus
New Faculty Directors
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The Haas Center connects academic study with community and public service to strengthen communities and develop effective public leaders. The Center aspires to develop aware, engaged, and thoughtful citizens who contribute to the realization of a more just and humane world.

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New Faculty Directors
Julie Kennedy, Senior Lecturer and Associate Director in the Earth Systems Program, and Larry Diamond, Senior Fellow at the Hoover Institution and Freeman Spogli Institute for International Studies (FSI), are the incoming Peter E. Haas Directors of the Haas Center. Both are winners of the Lloyd W. Dinkelspiel Awards for Outstanding Service to Undergraduate Education, and both have been involved in the Haas Center’s work for many years. Diamond also directs the Center for Democracy, Development and the Rule of Law at FSI.

Provost John Etchemendy announced the new faculty leadership at the May meeting of the National Advisory Board, recognizing Gabe Garcia’s four years of service to the Center at a separate event. Garcia worked closely with Executive Director Tom Schnaubelt and the Alumni Consulting Team this year to develop the Center’s new strategic plan, which Diamond and Kennedy will help implement.

Support Our Work
Can you help us ensure a solid future for public service at Stanford? Not since our founding 25 years ago has so much been at stake. Your gift to the Haas Center can fund student leadership programs, international public service fellowships, our core partnerships with local communities, interdisciplinary approaches to the study of philanthropy and civil society, and essential assessment and innovation in public service education.

Please visit us online at http://haas.stanford.edu/give or contact Suzanne Abel, sabel@stanford.edu or (650) 723-4719.
From the Executive Director

If you have ever occupied a window seat on a commercial flight on a clear, sunny day, you know that flying provides a unique perspective that can dramatically alter your “sense of place.” Seeing your hometown, a favorite vacation spot, or a metropolis from 30,000 feet changes how we perceive these spaces when earthbound.

My father taught me how to fly when I was a teenager. He purchased a 1947 Aeronca Champion, carved a half-mile long sod runway between two cornfields, and built a small hanger for what we called our “flying go-cart.” It was during this time that I learned the importance of developing flight plans.

For the past nine months, the Haas Center has been developing its flight plan. With help from the Alumni Consulting Team at the Graduate School of Business, Center for Social Innovation, our strategic plan identifies five major goals: engage students, engage with communities, strengthen academic connections, contribute to the field, and improve organizational effectiveness. Our plan also articulates three community development priorities: improving educational opportunities, environmental sustainability, and health.

Public service, like flying, provides a unique perspective on the world. Much like a pilot’s flight plan, ours will guide the Center’s efforts to offer students public service opportunities that deepen their understanding of self and place. We are very fortunate to have two new faculty leaders joining us in this endeavor, just appointed by Provost John Etchemendy: Larry Diamond and Julie Kennedy.

A good flight plan must be adjusted in response to weather conditions and other factors that emerge along the way. We’ve posted the plan at http://haas.stanford.edu/strategicplan, but this document won’t collect dust or be static; it will be revisited quarterly and will guide annual work plans. Our strategic plan will allow students to fly at 30,000 feet, to alter their perspectives, and then to land safely, having been transported to a place different from the one they left. This journey involves a crew that includes students, staff, faculty and community partners. Welcome aboard! We look forward to flying with you.

Tom Schnaubelt

PS: view our plan online at http://haas.stanford.edu/strategicplan
Four Basic Food Groups at Stanford
Student share how they grow sustainability on campus

SPOON
SPOON has been around almost as long as the Haas Center itself. The group was founded after a group of students became alarmed by the amount of food wasted in their eating club. Students use refrigerator facilities at the Haas Center to collect food before it is distributed to their community partner, the Opportunity Center of the Mid-Peninsula. Together they route unused food to those who need it in the local community. Since 2008, SPOON has salvaged approximately 20,000 pounds of food, feeding 100 people a day. In addition, SPOON organizes a breakfast program five days a week where students buy, prepare, and serve breakfast at the Opportunity Center. SPOON also collaborates with other student organizations and departments to raise awareness of hunger and homelessness issues.

“What’s exciting is the efficiency of SPOON. We address the dual problems of food waste and hunger with one well-orchestrated plan. It’s a win-win situation: we lower food waste, help feed the hungry, and provide Stanford students with an enriching volunteer experience.”
—Kyle Craft ’12 (Human Biology)

Students for a Sustainable Stanford
Students for a Sustainable Stanford (SSS) was formed in 2000 to encourage green building on campus and to reduce Stanford’s greenhouse gas emissions. Since then, the organization has extended its work to include issues from water and food to climate change. The Food and Agriculture subgroup seeks to promote food sustainability education among students; boost the consumption of local, organic foods on campus; and support campus garden and farm initiatives. The group is working on the Stanford Farm Project that is working to bring a high-yield, organic farm to the campus and its food system. Through its work, SSS hopes to build student awareness and make Stanford exemplary for its wise food choices and its commitment to supporting the Bay Area, and, ultimately, the world community.

“A new farm would help reconnect Stanford students and community members with the means of food production. It would provide a new forum for educating about food origins, nutrition, ecosystems, and health—all areas where SSS hopes to have an impact.”
—Emily Bookstein ’10 (Earth Systems)
F
ound in the Torah, the Quran and the Bible alike, “feed the hungry” is an ancient and compelling call to action around the world. The Right to Adequate Food is now firmly established in international law, flowing from The Universal Declaration of Human Rights (United Nations 1948), which states, “Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food.”

Over the years, Stanford students, joined by faculty and community partners, have responded to this call in a variety of ways, bringing the resources of higher education to bear on this intractable challenge. Their responses include broadening and redefining the call itself. When the causes of hunger and the issues surrounding those causes are examined, the obstacles of poverty, politics, and food production become apparent.

Raising awareness of food sources is a good start. Rob Reich (Political Science) created a course entitled Food and Politics, as part of Sophomore College. “Eating is a political and ethical act,” Reich says. His students prepare meals together, read about food production, distribution and consumption, and discuss the connections: the rights of farm workers, the science and ethics of genetically modified food, the politics behind corn subsidies.

Student organizations address the issues of food and hunger from different perspectives, doing everything from direct service to education and community outreach. According to Students for Sustainable Stanford (SSS), there’s a large movement on campuses around the country regarding food and agriculture, “especially encouraging better dining hall practices, getting farms installed on campuses, incorporating sustainable agriculture into the school curriculum, and much more.” Building out from the necessary, but not always sufficient, approach of providing food to the hungry, Stanford students are motivated to take a systems level look at food production and distribution. With support from faculty and community organizations, students’ interest in the sustainability of their own eating becomes a springboard for action in the community—both local and global.

The Stanford Gleaning Project
The Stanford Gleaning Project picks more than 1000 pounds of organic fruit from the Stanford campus and delivers it to the Julian Food Pantry and the Free Farm Stand in San Francisco for distribution to underserved and low-income community members. Students formed the project last year, inspired by The Carbon Cycle: Reducing Your Impact, a course taught by Page Chamberlain (Earth Sciences). With Stanford’s Department of Maps and Records, students have begun to map the fruit trees on campus. There are 31 known species of edible produce growing on campus, and hundreds of plotted points; the result is a public, searchable Google map. The project’s efforts have connected Stanford with a larger community of Bay Area groups trying to bring organic, healthy food to the homeless.

“We do this work because it’s obvious: we are endowed with bounty, and others are not. It’s ironic that we live in one the most fertile areas of the US, supply much of country with fruit and vegetables, and yet some of our residents don’t have access to fresh produce.”
—Susannah Poland ’12 (Cultural and Social Anthropology)

Farming and Eating for Equality and Diversity
Farming and Eating for Equality and Diversity (FEED) is an umbrella organization that seeks to increase the social and environmental soundness of the Stanford food system through education, action, and service. Founded this year, the organization is comprised of Food Justice, a project intended to guide Stanford Dining’s sustainable purchasing; PlantIt! Earth, an after-school elementary garden program; and the Campus Garden Initiative, a community centered around growing fresh food in open spaces on campus. Highlights this year have included a harvest festival; working with other groups to create a student farm; and a panel discussion about indigenous peoples, landless workers, and immigrant farmers.

“Our goal is to capture the energy of the food movement at Stanford and support student-led initiatives that create positive change in our food system.”
—Briana Swette ‘10 (Earth Systems)

http://haas.stanford.edu
David Palumbo-Liu is Professor of Comparative Literature, and, by courtesy, English, at Stanford. His fields of interest include social and cultural criticism, literary theory and criticism, East Asian and Asia Pacific American studies. Palumbo-Liu is most interested in issues regarding social theory, community, justice, globalization, and the specific role that literature and the humanities play in helping to address each of these areas.

While offered for many years, in 2010 Asian American Culture and Community included for the first time a service component with funding from the Haas Center. Students focused on the International Hotel in San Francisco, the background history of Asians in America, and the specifics of the I-Hotel case, which involves the convergence of global and local economics, urban redevelopment, and housing rights issues.

You’ve been an engaged scholar at Stanford since 1990. Why have you chosen this year to teach a service-learning course?

A couple of years ago, when I was directing the undergraduate program in Comparative Studies in Race and Ethnicity (CSRE), part of my duties was to hire an associate director for service-learning (we had just received a generous donation from the Raikes Family Foundation for that purpose). It was when I was interviewing various candidates that I began to get a real sense of what service-learning is. We hired Tania Mitchell, who is particularly eloquent about explaining the philosophy behind service-learning, and a model citizen in that regard. So this year, I decided to try it out.

How have you changed your course to include service-learning?

This is really a first-time course. I am using elements in previous courses, the academic stuff, as background and framing for the service component, which is entirely new.

You are working with the I-Hotel and the Manilatown Heritage Foundation for the service aspect of this course. What has that brought to the class or to the students’ learning?

In class we heard from Professor Gordon Chang on Asian American history and the Asian American movement, and Hilton Obenzinger on the role of art and poetry in the community-building of the time. We were especially fortunate to converse with one of the original activists, historian and author Dr. Estella Habal. We visited the Stanford studio of the nationally recognized artist Jerome Reyes, and learned about his vision for the major commemorative exhibit to be launched September 2010.

At the Manilatown Heritage Foundation, we heard from the workers there, and met Professor Tammy Ko Robinson of the San Francisco Art Institute, who is working with Jerome and the students to plan the mounting of the exhibit. We have transcribed oral histories, helped decide on and organize archival materials, helped with publicity, outreach and senior care, and will continue to work on the exhibit.

Do you see any intersections between service-learning and interdisciplinary programs (like CSRE) or ethnic studies?

Absolutely. Service-learning is an interdisciplinary enterprise. It gets students involved in real-life situations and issues, and real life is decidedly not organized neatly according to academic disciplines!

Do you think you will teach a SL course in the future?

Because the exhibit will be mounted in the autumn, I will give this course again next quarter. We hope that some of this quarter’s students will re-enroll.
History of San Francisco’s I-Hotel

From 1920 to 1935, almost 40,000 Filipino men lived in San Francisco. Because legislation forbade Filipinos from owning land or setting up businesses, they remained transient, staying in labor camps, rooming houses, and hotels. The International Hotel (I-Hotel), built in 1907, was one of these. “Manilatown,” the Kearny/Jackson Street area of San Francisco, became a permanent settlement and a cultural gathering point. It was the home field workers returned to, where merchant marines lived while in port, where distant relatives and friends could be contacted, where Filipinos could enjoy the security of a common culture. The Filipino community in San Francisco existed in groups dictated by economic necessity and blood brotherhood. As a result, the I-Hotel became a symbol for an entire minority community.

In 1954, the I-Hotel became significant for another reason. Enrico Banducci opened his original “hungry i” (hungry intellectual) nightclub next door to Club Mandalay in the basement of the I-Hotel. Many performing artists got their start there, including Nina Simone, the Smothers Brothers, Lenny Bruce, the Kingston Trio, “Professor” Irwin Corey and Bill Cosby.

In 1977, after nine years of fierce resistance, the tenants of the I-Hotel, mostly elderly Filipinos, were evicted. Because of strong community opposition and the founding of the Manilatown Heritage Foundation, the site was designated by the Board of Supervisors as a site for low-income senior housing. In 2005, a new I-Hotel opened its doors.

The mission of the Manilatown Heritage Foundation is to promote social and economic justice for Filipinos in America by preserving history, advocating for equality, and advancing arts and culture.

adapted from the Manilatown Heritage Foundation, www.manilatown.org

Manilatown Timeline

1920s
Manilatown, a district of San Francisco, becomes a thriving hub of Filipino migration.

post-World War II
High-rise buildings and other businesses replace most of historic Manilatown. The I-Hotel remains.

1954
Enrico Banducci opens the hungry i nightclub next to the I-Hotel.

1968
The mostly elderly Filipino and Chinese tenants of the I-Hotel successfully fight an eviction order.

1977
Tenants of the I-Hotel are brutally evicted.

1979
The I-Hotel is demolished.

1994
Community activists and former I-Hotel tenants found the the Manilatown Heritage Foundation (MHF). With the Chinatown Community Development Center, the City of San Francisco, and the International Hotel Senior Housing Inc., MHF strives to restore Manilatown.

2005
The new I-Hotel, a low-income senior housing community (including an exhibition space), opens in San Francisco.
In 1891, Leland and Jane Stanford established a university in memory of their son: “Its object, to qualify its students for personal success, and direct usefulness in life; And its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization.” Could they have imagined that nearly 100 years later, Stanford would establish a public service center dedicated to that very purpose and more? That is exactly what happened, thanks in large part to Stanford’s eighth president, Don Kennedy and his special assistant, Catherine Milton. Together they opened the Stanford Public Service Center.

Twenty-five years later, the Haas Center for Public Service (renamed in 1989 to honor the Haas family’s founding endowment) is celebrating its accomplishments and planning for its future. By the numbers alone, public service at Stanford has made tremendous strides. Undergraduate summer fellowships have increased tenfold. The number of service-learning courses offered has gone from 17 to 396. Partnerships on campus continue to evolve and grow. Community partnerships have multiplied and include organizations around the world, reflecting the “global village” that is the reality of 2010.

But along with celebrating comes looking ahead—determining future directions and planning for what is to come. We have been working this year to develop a strategic plan to guide the next five years of the center’s work. The plan includes a focus on three areas of social impact—education, health, and environment—where students will work to develop civic competencies and leadership skills. Newly appointed faculty co-directors, Larry Diamond (Hoover Institution) and Julie Kennedy (Earth Systems), look forward to helping take Haas to a new level.

Whether 1985 seems like a lifetime ago or not, the need for public service and for making a difference has become more pressing than ever given the interdependent nature of today’s world and the challenges ahead. With the strategic plan in place, the Center is poised to set goals, allocate resources, and articulate how success will be measured for the next five years. The strategic plan sets a sustainable course for us to continue to develop aware, engaged and thoughtful citizens who contribute to the realization of a more just and sustainable world.
Strategic Goals

As part of the Haas Center’s 25th anniversary year (2009–2010), we embarked on a strategic planning process. Ultimately, the plan will set a course for us to make a distinct and relevant contribution to the university, the communities we serve, and the field of public service in higher education. We are pleased to announce the following goals:

- **Engage Students**: inspire and support student leadership, collaboration, innovation, and discovery, and provide the tools for students to leverage their Stanford experience for positive public impact.
- **Engagement with Communities**: facilitate mutually beneficial partnerships that identify and solve education, environment, and health problems in measurable ways.
- **Academic Connections**: integrate civic learning and community-engaged scholarship into Stanford’s academic life.
- **Contributions to the Field**: strengthen the knowledge base and community of professionals that integrate public service into higher education in fulfillment of its civic purpose.
- **Organizational Effectiveness**: develop an organization that allows people to work at their best.

Civic Leadership Competencies

In our work with students, we emphasise the development of skills related to becoming an engaged citizen. Our hope is that students who participate in Haas Center programs are capable of demonstrating these competencies before they leave Stanford:

- Knowledge
- Skills
- Values and Self-Awareness
- Community and Cultural Awareness
- Public Action

Review our strategic plan online: http://haas.stanford.edu/strategicplan.

Donor Perspective

Since graduation, Molly and I have pursued varied careers in public health, nonprofit, and for-profit organizations. We have remained supporters of Stanford and of the Haas Center. Molly was very involved at Haas, working on homelessness advocacy and in the Bing Information Clearinghouse, then serving as a John Gardner Fellow at the Kaiser Family Foundation. I returned to Stanford to work as a fundraiser for the Stanford Fund, helping to ensure continued support of undergraduate programs like those at the Haas Center. We both believe that the Haas Center provides meaningful training, mentoring and leadership opportunities to prepare students to tackle the toughest issues facing our world.

*Molly Tapias ’94 (Human Biology/Latin American Studies) is a strategy consultant. Jorge Tapias ’94 (International Relations) is a member of the Haas Center National Advisory Board and currently works as Strategic Partnerships Manager at Google.*

For information about becoming a donor, please visit [http://haas.stanford.edu/give](http://haas.stanford.edu/give).
When people think of research—especially research in academia—they often imagine a lone scholar doing research on a community. In community-based research (CBR), the work is with the community, often in collaboration with community members or at their invitation. At the Haas Center, CBR brings together faculty, undergraduates, and community partners who use community-identified assets and needs to ask questions and realize the potential for social change and justice. According to one student, CBR pops the “Stanford bubble” of academic work and lets students connect with the outside world. One exciting, ongoing CBR project is the result of a partnership between the Haas Center’s Community-Based Research Fellows Program, Redwood City’s Environmental Initiatives, and the School of Education’s John Gardner Center for Youth and Their Communities (JGC).

Redwood City was interested in teaching young people about environmentalism. Building on their long-term relationship with JGC, they embarked on an initiative to promote civic engagement and environmental stewardship. In 2008, the Haas Center funded the first Stanford student to help conduct this research. With the support of Milbrey McLaughlin, Kristen Geiser, and Mary Hofstedt from JGC and Environmental Initiatives Manager Beth Ross, Stanford students have developed both research skills and an appreciation for the dynamics of local communities grappling with these issues. This summer, JGC and Redwood City will pursue the next stage of the research program, which will explore local food systems and their intersections with community wellness and youth development. When asked about the secret to the success of this work, Ross says simply, “It is really all about the relationships.”

Nicholas Murray ’11 (Earth Systems), Summer 2008 CBR Fellow
“The goal of my project (What Makes a Great Environmental Education Experience for Youth?) was to determine environmental education practices that have the potential to thoroughly engage Redwood City’s more underserved youth in environmental issues, and motivate them towards long-term environmental stewardship. I was astonished to encounter the massive benefits that can arise from the self-empowerment, connection to community, and relationship with the natural world that an effective environmental education experience can establish with struggling young people.”

Janani Balasubramanian ’12 (Engineering), Summer 2009 CBR Fellow
“This project has allowed me to pursue a host of resources both on campus and in the Bay Area and was a wonderful way to connect my academic and service interests. In the long term, I see myself working on similar research models, specifically in an honors thesis on environmental literacy and food justice, and with work in international development and food deserts. This project has opened a lot of avenues for me, practically and intellectually, and I look forward to continuing to work with both the Gardner and Haas Center throughout the year and the rest of my career at Stanford.”

Annika Alexander-Ozinskas ’12 (Earth Systems), Summer 2010 CBR Fellow
“I believe food systems are a great starting point for closing the gap between theory-based education and social engagement. My interest in service-based learning led me to the Community Mapping Practicum, where I worked to seek ways of improving the Redwood City farmers’ markets. This summer will be an opportunity to continue to serve my local area and to grow my knowledge base so that I’m better prepared to tackle the issues of sustainable agriculture and community development that are crucial to the future of this community and others.”
Twenty-five years after leaving Stanford, I often think about the influence the Public Service Center has had upon my life. Certainly, the extraordinary staff and faculty who worked at the Public Service Center nurtured my urge to serve others. Honestly, though, I think I have my parents to thank for that initial instinct. And the Public Service Center helped sharpen my desire to fight for social justice though I suspect, again, that my parents—and later Senator Edward Kennedy—were probably most influential in incubating my desire to right wrongs.

But there are some important skills that I have today, for which I must give full credit to the Public Service Center, and especially to then Stanford President Don Kennedy and Center Director Catherine Milton. They taught me to think big and to color outside the lines.

When I was a junior at Stanford, I decided that I wanted to run a national conference on hunger. It was really absurd, in retrospect, for such a young person to take on something so complex. As I set about trying to get support for the conference, I suspect I was secretly hoping that someone would say something wise like: “Wouldn’t it be more manageable to start with something smaller? Like one speaker?” They never did. Don said: “Great idea! Go talk to these six people and get them on board.” And Catherine said: “Great idea. How can we help?” And Professor David Abernethy said, “Sure, I will serve on your conference faculty committee.” Not one of them told me I was too young or thinking too big. So, together, along with an army of student and faculty volunteers, we put on a weeklong conference—called “You Can Make A Difference”—on domestic and international hunger issues with important speakers like Marian Wright Edelman, Senator Kennedy, Jim Grant and many others.

That experience changed me; at first, it was subtle. I continued to search for a way to work in Africa—even though there was no specific program to support the kind of work I wanted to do (the Public Service Center made it happen). Then it was the drive to go work on Senator Kennedy’s Committee Staff, even though I was demonstrably too young (Stanford helped there, too). Eventually, it helped me believe that I could establish a solo civil rights law practice dedicated to the constitutional defense of minority business programs and the task of building real wealth in minority communities.

The amazing people who founded the Public Service Center gave me an invaluable gift: they taught me that it is not just okay to break rules and dream big in the pursuit of justice—it is required.

As the parent of a five year old, and a mentor for younger lawyers, I know how hard it is to support young people who have the crazy idea that they are going to change the world. I think back to Don, Catherine, David and so many other people at the Center, and I am in awe of the wisdom and patience it took for them to give me, and so many others, the support we needed to go out and make a difference. I hope to someday to be wise enough, and generous enough, to pass that gift on to my daughter.

Sarah von der Lippe ’85 (International Relations) is the founder and owner of a solo law practice in Washington, DC, specializing in the constitutional defense of affirmative action and minority contracting programs. She has held many public interest jobs, including working for Senator Edward M. Kennedy, the NAACP Legal Defense Fund, the US District Court of the Virgin Islands, and the John Kerry for President campaign. She also currently serves as a Senior Fellow of the Jamestown Project. She was a Haas Center Visiting Mentor in 1999.
One of the first student organizations at the Haas Center, East Palo Alto Stanford Academy (EPASA) continues to offer a two-year, year-round learning opportunity to seventh and eighth grade students from diverse backgrounds in the Ravenswood City School District. EPASA middle school students receive one-on-one tutoring and mentoring while Stanford students get hands-on experience in teaching. One of the program’s best features is its focus on professional development and the flexibility it grants to undergraduates to create curriculum, programming, and methods for evaluation and improvement. In the community, EPASA has helped build a bridge between East Palo Alto/eastern Menlo Park and Stanford. Families can see Stanford as a place that is truly invested in their community and not just as a place where many of them work. At Stanford, the John Gardner Center for Youth and Their Communities has provided expertise in positive youth development and program assessment. Off campus, EPASA collaborates with the Peninsula Conflict Resolution Center in San Mateo, which has led trainings on conflict mediation and gang awareness so that student and professional staff are better equipped to support the middle schoolers. For more information, please visit http://haas.stanford.edu/epasa.

Voices of EPASA
Students, staff, and parents reflect on the East Palo Alto Stanford Academy

One of the first student organizations at the Haas Center, East Palo Alto Stanford Academy (EPASA) continues to offer a two-year, year-round learning opportunity to seventh and eighth grade students from diverse backgrounds in the Ravenswood City School District. EPASA middle school students receive one-on-one tutoring and mentoring while Stanford students get hands-on experience in teaching. One of the program’s best features is its focus on professional development and the flexibility it grants to undergraduates to create curriculum, programming, and methods for evaluation and improvement. In the community, EPASA has helped build a bridge between East Palo Alto/eastern Menlo Park and Stanford. Families can see Stanford as a place that is truly invested in their community and not just as a place where many of them work. At Stanford, the John Gardner Center for Youth and Their Communities has provided expertise in positive youth development and program assessment. Off campus, EPASA collaborates with the Peninsula Conflict Resolution Center in San Mateo, which has led trainings on conflict mediation and gang awareness so that student and professional staff are better equipped to support the middle schoolers. For more information, please visit http://haas.stanford.edu/epasa.
Julie Wilson PhD ’08 (Education), Program Director
We provide EPASA students and their families the information they need to hit the ground running in high school, so they can navigate the high school/college matriculation process with an understanding of both the bigger picture and the details. In EPASA, Stanford students play a critical role in running the program. There are multiple roles an undergraduate can take and the program is structured to provide leadership development opportunities both during the academic year and the summer.

Nancy, an EPASA alumna, now in tenth grade
In my academic life, EPASA added a lot of essential skills. In my personal life, I had my eyes opened . . . We got to see the reality of college students firsthand. We got to see that students of color go to college. This showed us that we, too, could make it.

Fernando, a rising EPASA eighth grader
I come to EPASA because they help me with my homework, they provide tutoring, and I love meeting new people. Stanford students bring knowledge and support for us kids.

Cristina, an EPASA alumna, now in tenth grade
I learned so many things that will help me in my future, like staying focused, putting effort into my work, and last, but not least, keeping my head up. I think Stanford students bring hope to all the students that are trying to do well and go to college.

Juan Henriquez, Fernando and Cristina’s father
My goals for my children are for them to finish high school and then go off to college. EPASA has helped me to support my children to keep going to school and trying their best everyday.

Catherine Aranda ’10 (International Relations), EPASA Student Director
The EPASA staff form genuine and lasting relationships with each student, creating a family dynamic. Being with EPASA, the students possess a sense of belonging. In their tutor/mentor, they find a friend, a person invested in their development and happiness. I believe the program does just as much for us undergraduates as it does for the middle schoolers. EPASA is truly a two-way relationship and for me, public service of this kind is the most rewarding.

Marlene Orozco ’10 (Sociology), EPASA Student Director
Through EPASA, I have grown tremendously as a leader and advocate. East Palo Alto was just like the community I grew up in. When I was in middle school, I had never seen a college student; for these students to see that there are college students just like them is an implicit motivator. Ultimately, EPASA has given my studies deeper meaning and guided my life toward public service beyond Stanford. Putting what I was learning in the classroom into practice gave me the opportunity to combat the reality of educational inequality.

Darius White ’11 (African and African American Studies), EPASA mentor
As I build relationships with my students, I am learning that they have so much to teach me about life. I have developed the ability to listen, learn, and communicate with youth. These skills will serve me well when I am a teacher.
When I enrolled in Stanford, I never expected to spend a summer restoring a cemetery in Poland.

After my freshman year, I got a summer internship in New York. However, right before classes ended, the office went bankrupt. Without time to search for another internship, I decided to apply to teach English abroad. I imagined myself on a canoe in China or frolicking in a Hungarian sunflower field. And then I saw the listing for Poland. I didn’t know much about Poland. I knew that my great-grandparents were Polish. I knew that I had many family members who were killed there during the Holocaust. I checked the box next to Poland and e-mailed the application.

When I told my dad my plans, he laughed for a few minutes until he realized that I was serious. He inquired in a raised voice, “Why would you go to the place where your family was murdered?” My grandmother, like the rest of my family, was terrified that I would be attacked by a raging anti-Semite or, even worse, fall in love with a blonde, blue-eyed Cossack and never return. She asked the question more poignantly, “Why would you want to help a people who stood by as your family was murdered?” I didn’t have a good answer.

When I told my dad my plans, he laughed for a few minutes until he realized that I was serious. “Why would you go to the place where your family was murdered?” I didn’t have a good answer.

My experience motivated me to return this past summer with educator Phyllis Pollak to restore a Jewish cemetery with Polish schoolchildren as part of a Holocaust education project. A number of individuals in the community were excited to learn about our work. In fact, a local television station encouraged me to publicize our message of tolerance and peace to a larger audience. In collaboration with TV Białystok and Marzena Rusaczyk, I filmed a one-hour documentary called Poland Revisited that explores the history of Jews in Poland, memory of the Holocaust in contemporary Poland, and my journey to discover my family roots. The film has already been screened at several universities and will be featured at film festivals around the world next year. I hope it will also be incorporated into Polish Holocaust curricula.

Back on campus, I joined the Public Service Scholars Program at the Haas Center. I had the opportunity to connect my public service to academic research. I wrote an honors thesis on Polish historical memory of the Holocaust under the guidance of Professor Katherine Jolluck (History). While in Poland, I had interviewed over two hundred Poles, including educators, historians, clergy members, government officials, presidents of NGOs, and students, to examine the impact of family stories and communist propaganda on memory of the genocide and recommend improvements in Holocaust education.
At the same time that my Polish students reconsidered some of their preconceived notions about Jews, I also confronted my own stereotypes and those prevalent in the Jewish community. Growing up, my family and friends would only mention Poles in the context of their anti-Semitism or indifference towards Jews’ suffering. I never learned that Poles experienced utter brutality under the Nazi occupation and that numerous Poles participated in rescue activities on behalf of Jews. While interviewing for my thesis and working with schoolchildren for the cemetery restoration project, Poles often expressed pain regarding these attitudes. They explained that tourists often come to their country and only visit Auschwitz, regarding Poland as simply a collection of death camps. Interviewees often expressed the wish that more Poles and Jews would learn about their rich shared history. These Poles also wish that Jews would explore their roots in Poland outside the context of the Holocaust.

It is my hope that my past and future work will contribute to dialogue between Polish and Jewish communities. In the long term, I intend to become a civil rights attorney. I would also like to be an educator who teaches this subject as fully as possible so that subsequent generations learn about the dangers of intolerance and their responsibility to build a more just and peaceful society.

Sarah Golabek-Goldman is graduating this June with a BA in History. While at Stanford, she served as a Public Service Leadership Program Fellow and a Davis Projects for Peace Fellow and wrote an honors thesis as part of the Public Service Scholars Program. Learn about her film at http://holdontoyourmusic.org/projects2.html.

To learn more about the Public Service Scholars Program, please visit http://haas.stanford.edu/pssp.
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