No Minor Matter: Educators in the Making

plus
Serving Those Who Served
Helen Stacy and Human Rights
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Wedding Bells for SCP
A Lesson in Renewal
Crafting a Civic Identity
The Haas Center for Public Service inspires Stanford University to realize a just and sustainable world through service, scholarship, and community partnerships.

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From Suzanne Abel
It has been a privilege to work at the Haas Center for the past 16 years as an ethos of service has become an imprimatur of a Stanford education. Now, with the strong leadership team of Larry, Julie, and Tom in place, it is time for me to live my own version of John Gardner’s meaningful life by returning to direct service.

When I joined the staff in 1995, the Center had just turned 10 years old. Facing the strategic questions that often arise when an organization moves past its heady start-up years, we grappled with these and many more questions over the years. Throughout, I have been honored to meet legions of alumni and work with hundreds of donors to sustain the good work of the Haas Center, not only with financial resources, but with authentic relationships of mutual trust and respect. Thank you for your loyalty, generosity and friendship. I look forward to introducing my successor to all of you later this summer.

Suzanne Abel has received the 2011 Margaret Ann Fidler Award for Distinguished Service in Student Affairs and a Lloyd W. Dinkelspiel Award for Outstanding Service to Undergraduate Education.

Support Our Work
Whether 1985 seems like a lifetime ago or just yesterday, the need for a training ground for public service has become more pressing than ever. Given the interdependent nature of today’s world and the challenges we face as a global society, the Haas Center now is poised to set goals, allocate resources, and articulate how success will be measured for the next five years of our strategic plan. Can you help ensure a solid future for public service at Stanford? Your gift will help students, faculty, and our community partners realize a just and sustainable world. Visit us online: http://haas.stanford.edu/give.
From the Executive Director

Do you remember what it was like to live in a college dorm? Our family recently rediscovered dorm life—albeit in a new way.

Last summer I, my wife Mary Esther, and our 10-year old daughter Elizabeth (and Noshagirl the cat) moved into Branner Hall to become Resident Fellows (RFs). RFs help create an “environment that blends the intellectual with the residential life of Stanford students while supporting the academic mission of the University.” I had served in a similar capacity while a graduate student at the University of Michigan, so we welcomed the opportunity to continue the public service focus established in Branner Hall (now an upperclass dorm of 125 students) by our predecessors, Clyde Moneyhun and Nancy Buffington. This year 17 students participated in the public service focus; next year we will welcome 40 students to the program.

What we’ve discovered is that the learning happening in the dorms is quite different than what happens (or how it happens) in the classroom or at the Haas Center. A dining hall has a very different environmental psychology than an office or classroom, and I suspect it is far easier to approach a “grown up” who you frequently witness playing Ping Pong with a 10-year-old (and often being dominated). Students in this setting are far more open about their whole lives, not just their “academic” or “service” selves.

Along with Focus Assistants Miriam Ellora Marks and Matt Miller, we’ve facilitated conversations that are often very inward-facing. Ranging in topic from adoption to poverty to sexual orientation to immigration, students in the dorm seem more open to drawing upon personal life experiences, faith, or politics.

Someone recently asked me, “how do you inspire Stanford students to do public service?” I answered that I see little need to inspire: Stanford students typically come pre-inspired to serve. Our role is to ask students to reflect critically on their service, to ask whether their service is as ethical and effective as possible. Asking these questions over a bowl of soup can elicit very different, and often more holistic, responses. Nowhere on campus have I witnessed students more freely discussing their religious or political views than in the dorm.

In the meantime, at my “day job” at the Haas Center, it’s been another exciting year. Beyond what is reflected in this issue of Commons, we welcomed Students for Sustainable Stanford into the Haas Center, launched the Catherine H. Milton Fund for Student Innovation in Public Service, hosted Kevin Bacon’s 1˚ Challenge, and toasted those who have made the Center possible at our 25th anniversary dinner. Finally, it is with mixed feelings that we say goodbye to Suzanne Abel after her 16 years at the Haas Center. We will miss her, but celebrate the new service chapter ahead of her!

Tom Schnaubelt

http://haas.stanford.edu
Serving Those Who Served
The Military Service as Public Service Program

As a freshman studying philosophy at Stanford, Sebastain Gould ‘11 (Philosophy) was surprised to realize that his favorite thinkers all had one thing in common: they were military veterans. Socrates, for example, served as a soldier during the Peloponnesian War between Athens and Sparta. “Socrates recommends that all people who want to do philosophy serve in the military first,” says Gould.

As his appreciation grew for Socrates and other veteran-philosophers—including Marcus Aurelius and Jean-Paul Sartre—Gould took a bold step. In January of his freshman year, the Michigan native enlisted in the Marine Corps Reserve. During what would have been his sophomore year, Lance Corporal Gould was deployed to Ramadi, Iraq. The tour was both “painful and enlightening,” he says, providing insights into how people react in extreme conditions. “Now I have a lot of material to do philosophy with.”

When his deployment ended, returning to life as an undergraduate at Stanford was “rather difficult,” Gould says. But two things have significantly helped: his Jean Perkins Foundation Scholarship and the Haas Center’s Military Service as Public Service (MSAPS) program. “The scholarship allows me to focus on my studies rather than having to work while going to class, while MSAPS has opened opportunities to engage the campus.”

Although student vets receive tuition benefits from the Department of Veterans Affairs, many are left scrambling for jobs and other assistance to fill in the gaps—not an easy task while trying to readjust to civilian life. The Perkins Foundation Scholarship helps cover those needs for Stanford’s veterans. “We believe the Stanford experience is enhanced by the presence of veterans on campus—they have a worldview that most students don’t have,” explains Jamie Carroll ’68, president of the Jean Perkins Foundation.

Gould agrees. That’s why he’s been working on the Haas Center’s MSAPS program. The effort reshapes the average student’s view of the military by highlighting soldiers’ work as a form of public service. The project is dedicated to recognizing and supporting students with connections to the military, including veterans and members of the Reserve Officers’ Training Corps (ROTC). More than 50 US military veterans are enrolled in undergraduate and graduate programs at Stanford.

“I want to try to change the perception of military service from something stigmatized to something recognized as a form of public service,” says Kristina Lobo, MSAPS advisor. With assistance from the President’s Office, the Haas Center launched MSAPS in January 2010 with the goal of recognizing and supporting military service as integral to Stanford’s public service landscape. Recognizing that this service is often stigmatized, students, faculty, staff, and alumni had advocated for support and awareness of military-connected individuals at Stanford.

To date, the MSAPS program has sponsored dinners to commemorate Memorial Day and Veterans Day. It has provided ROTC members with financial support for transportation to and from ROTC classes taken at other campuses. And it has hosted a variety of featured speaker events to build awareness and understanding of military service at Stanford.

Yet some students have felt out of place at Stanford. “A lot of students told us they felt they had to hide their service,” says MSAPS advisor Kristina Lobo. “They felt marginalized because of their connection to the military. Their military service wasn’t recognized as a form of public service. That’s something we’re trying to change now through this project.”
In a year dominated by debate over ROTC’s possible return to Stanford, ROTC members decided to provide opportunities for the Stanford community to learn about the military. With support from MSAPS, students organized a series of “Military 101” talks by high-ranking military officials, including CISAC Fellow Colonel Clayton Sheffield, Hoover Fellow Colonel Joseph McGee, and Hoover Fellow Lieutenant Colonel Minter Ralston. The talks featured lively discussions about military strategy and the speakers’ personal experiences, and they drew crowds of students, faculty, and community members with and without connections to the military.

“I’d really like an environment where I don’t have to worry about strange looks from people on campus—not just for me, but for people who come here in the future,” says Gould. “MSAPS is the way to change that. Military-connected students, including those who have family members and friends in the military, share a unique experience. My hope is to celebrate this shared experience with a greater portion of the student body.”

To learn more, visit http://haas.stanford.edu/military.
Article adapted from the Stanford Benefactor, winter 2011.

ROTC Invited to Return to Stanford University

On April 28, 2011, following more than a year of research and debate, the Faculty Senate voted to invite the US military’s Reserve Officers’ Training Corps (ROTC) to return to Stanford. The Stanford ROTC program was phased out in the early 1970s due to concern about its academic rigor and opposition to the Vietnam War. Currently, Stanford ROTC members commute to UC Berkeley, San José State University, and Santa Clara University for their ROTC training.

“Seeing ROTC students who are no different than the average student could in many respects ease the tension between veterans and non-veterans. ROTC also creates a sense of continuity between education and serving in war. Both the before and after of a conflict can be seen in the classroom, wholly enriching the experience of everyone involved,” says Gould.
What are human rights, and how do they differ from civil rights?

I often get quizzical looks from people when I say “human rights.” Americans tend to frame their idea of human rights around the constitutional history of the US Bill of Rights and the civil rights movement. Civil rights in the US have given political minorities—first, African Americans, then women, then the disabled, and now gays and lesbians—a legal fix for discriminatory practices. Human rights in the US tend to be conflated with the expansion of civil and political rights.

This trajectory of increasing rights and protections for groups and individuals has a parallel in the international arena, but also encompasses economic, social, and cultural rights. The UN Declaration of Human Rights was established after World War II. In the late 1960s, two major covenants on human rights followed: the International Covenant on Civil and Political Rights (ICCPR), which denominates the “first generation” rights of freedom from torture and slavery, the right to free speech, freedom from arbitrary detention, and so on; and the International Covenant on Social, Economic, and Cultural Rights (ICSECR), which denominates the right to health, education, paid vacation, and so on (“second generation” rights). The US has signed on to the former, but not the latter.

In the Program on Human Rights, our activities encompass not only “first” and “second” generation rights, but also what are now termed “third generation” rights, such as environmental and even animal rights. Rather than advocating a hierarchy of rights, we are interested in opening the discussion out beyond law and politics, to the disciplines of anthropology, sociology, philosophy, religion, literature, medicine, science, engineering—in other words, wherever people are making rights claims upon their governments or upon each other.

How do environmental rights and other “third generation” rights fit into the discussion?

Consider the new South African Constitution, which places a legal obligation upon the national and provincial governments to provide their populations with clean water. When I was in Johannesburg last September, my work took me to places where the television stations following the World Cup didn’t go, such as the central business district. Ten years ago, it was the Harley Street of Johannesburg, with office buildings full of medical specialists. Today, these are boarded up as wave after wave of undocumented Ethiopian refugees have moved in, 5 or 6 families crammed into what was once one office. The Johannesburg City Council is unhappy about this, so they’ve cut off electricity in this 4-block radius. This means that in buildings of 15 or 20 stories, the lifts don’t work; the toilets don’t flush; and there’s no light or heating. But because there is a human right to water in the South African constitution, the city can’t shut off the water.
Refugees raise a host of human rights issues. What about children’s rights to attend school? The right to medical care? The right to employment? In South Africa’s case, it’s not possible to fully understand these issues without asking historians to explain the colonial history of Africa, having anthropologists and archeologists tell us about conflicting and overlapping cultural beliefs and migratory patterns, and economists to explain commercial supply chains. It’s the same in the US—we could be talking about Tijuana and San Diego.

What courses do you teach at Stanford?
I teach *International Human Rights* in the law school and then alternate each year between a graduate level class (this year, it was *Concepts of Modernity* in the Program on Modern Thought and Literature) and an undergraduate class (next year, a Sophomore Seminar, *International Human Rights*). This last winter, I co-taught a 1-unit human rights speakers series open to undergraduates. Next year, we will repeat the 1-unit course as *Human Rights Heroes*, devoted exclusively to activists who exemplify tough human rights work and literally embody the principle of human rights. Stanford students want to work for these people and their organizations, and may someday be heroic themselves.

What is your connection to the Haas Center?
Haas fellowships have supported students working in human rights for years. In addition to participating in Freeman Spogli Institute/Haas Center International Public Service Advisory Committee, I serve as a faculty advisor to fellows. I continue to work with Fatima Hassan Ali, the 2009–2010 International Public Service Fellow who served in the UN Humanitarian Response Branch in Geneva, and am now advising Lucinda Lai, who will travel to Thailand to work in a refugee camp along the Burmese border. The Program on Human Rights also collaborates with the McCoy Center for Ethics in Society to offer undergraduate summer fellowships to sponsor summer internships in human rights. I work with these undergraduates as well to determine placements and provide mentoring.

What excites you most about the Program on Human Rights?
We have some terrific activities planned: a new research project on human trafficking and sexual slavery, workshops on human rights and the environment, involvement in a heritage ethics conference, and sponsorship of literary and historical examinations of human rights cultures. We have just started collaboration with International, Comparative and Area Studies (ICA) and the Stanford Program on International and Cross-Cultural Education (SPICE) to expand human rights as a core part of Californian college curriculums, and I hope this goes on to include high schools.

But it’s the people who make this new program so exciting. The Stanford community is extraordinarily talented. Here in Silicon Valley, we are lucky enough to coexist with a visionary business community that is constantly challenging the status quo. The rubber hits the road when we, as academics, interact with students as well as with the policy and business communities. It’s a heady mixture of intellect, vision, and passion, and the Program has the privilege to focus that cocktail so that human rights really count.

The Program on Human Rights (PHR) is a unique intersection of the social sciences and public policy formation and implementation. It provides a forum for the dozens of Stanford faculty who work in disciplines that engage or border on human rights and the more than 30 student-initiated human rights groups on campus. It seeks to relate the research and findings of the academic disciplines to domestic and human rights policy today.

PHR strives to understand how human rights can best be deployed to advance social justice, freedom, equality, development, and the rule of law. Which people and institutions set and apply human rights standards? What are the primary obstacles (legal, political, social, economic, and technological) to advancing human rights, and how can they be overcome? And given the divergence in the cultural norms, patterns of economic and legal organization, religious, moral, and political creeds within and across nation states, should human rights standards differ from place to place?

The program has several dimensions, including a university-wide human rights clearinghouse, internships for undergraduate and graduate students, a research seminar, and interdisciplinary research programs.
On the Road with Mom and CBR
Virginia Visconti’s Public Service Odyssey

Last summer, I persuaded my mother to celebrate her 80th birthday on the road. When I pitched the idea, I promised her majestic landscapes and plenty of good conversation. I described a route that would take us all the way west from her suburban home in northern Illinois through the Great Plains, over the Rocky Mountains, and finally to a small town outside Portland, Oregon, where I’d look in on Rahael Gupta ’12 (Human Biology), who was carrying out a community-based research (CBR) project with staff from the Virginia Garcia Memorial Health Center’s Migrant Outreach Program.

Since we saw so little of one another during the school year, my mother agreed to the plan, but not without some hesitation. What worried her most was the idea of the two of us crammed into my tiny ’96 Honda Civic for days on end. “What if we get on each other’s nerves?” she asked. “That won’t happen. Just pack a pillow and your knitting, and we’ll be fine,” I teased.

As for me, I didn’t have any reservations about the trip. I took a hands-on approach to my work as the director of the Haas Center’s CBR Fellows Program, and that meant seizing any opportunities to join students and their community partners in the field. Because last summer’s fellows had all chosen, by some magical coincidence, to explore agriculturally related topics, the “field” literally became fields of wheat, corn, soybeans, and berries.

Before I arrived at my mother’s doorstep, I made two stops. The first was Lawrence, Kansas, on the far eastern side of the state. I set out from my home in Westminster, Colorado, following highway 70 through the dry, flat terrain of the high plains and then across the Kansas border into the soft hills of the central prairie. There, I spotted a billboard that read, “Each Kansas Farmer Feeds 128 People + You.” I wondered what sustainability meant to these farmers. The question was at the heart of a research partnership between Yoshika Crider ’12 (Civil and Environmental Engineering) and the Kansas Rural Center, a nonprofit that advocated for family farming and environmental stewardship.

At breakfast the next morning, Yoshika and Dan Nagengast, the Center’s director and a former Peace Corps volunteer in West Africa, spoke to me about the contested nature of sustainability and farmers’ reluctance to voice their opinions on the subject. Only by learning to listen empathetically had Yoshika been able to overcome their initial reticence, and I was moved when I read a summer field report in which she had written, “The most meaningful moments of my research have been in interviews, when I’ve realized that I can pass along people’s stories, really important stories that other people should hear.”

The heat wave that began in Kansas, with temperatures above 100 degrees, dogged me across the Midwest, as I continued along highway 70 to my second stop, Columbus, Ohio. I’d come there to meet Eileen Baca ’11 (Human Biology), who was working with the Ohio 4-H on an educational intervention designed to reduce the risk of agricultural injuries among children. Because the Ohio State Fair was in full swing and the 4-H was a sponsor, we decided to stop there after touring some of the local farms where Eileen had conducted focus group interviews with parents and children. Once inside the fairgrounds, we found ourselves surrounded by thousands of visitors and nearly as many funnel cake stands and cotton candy vendors. With careful steps, we wound our way through densely packed livestock sheds, where children groomed their cattle, goats, and sheep, anxiously awaiting their chance to compete for a blue ribbon.

Earlier in the week, Eileen had staffed the research team’s “Play It Safe” booth, which encouraged children who rode or worked with ATVs and horses to test their injury prevention knowledge. The research effort had proved enlightening in a number of respects, not least of which concerned the critical role of community partners. As Eileen acknowledged, “Despite our ability to design snazzy tools for data collection and the complicated statistical models that will eventually tell us what it all means, we’d be pretty lost without our community partner organization to help out with the steps in between.”
With daylight quickly fading, I hit the road again, navigating the crowds from the fair and the mounting rush hour traffic. Then, shortly before midnight, I pulled into my mother’s driveway for a quick pit stop before resuming the journey west. Always an early riser, she was up before me and giddy with last minute preparations. I was touched that she’d thought to bring along a spiral notebook to record our adventures together, which began in earnest when we crossed the Missouri River at Chamberlain, South Dakota. The sudden and dramatic shift in the geography signaled something new and exciting, and my mother couldn’t wait to reach the Badlands and Black Hills that I’d been raving about since we left Illinois.

When we arrived at Badlands National Park, we opted for a scenic loop through its brilliant buttes and mixed-grass prairie. For my mother, who’d grown up in Queens, New York, and raised a family in Des Plaines, Illinois, the badlands were another planet. I delighted in her wonderment and eagerness to photograph everything in sight, including the Harleys that rode along with us. At first, there were just a few, but their numbers grew the closer we got to the Black Hills. Outside Rapid City, I called my older brother, a Harley enthusiast himself, and he laughed, “Yup, you’re just in time for Sturgis.” Indeed, the 70th annual Sturgis Motorcycle Rally was underway and everyone was headed to Mt. Rushmore. Washington, Jefferson, Roosevelt, and Lincoln didn’t stand a chance; the sea of motorcycles with their leather-clad riders and American flags waving behind them mesmerized my mother.

The next couple of days didn’t allow for much sightseeing, as we raced through Montana, Idaho, and Washington. To help me stay awake, my mother read from her notebook, sharing her humorous observations of our little odyssey. When we finally found our hotel in Portland, I’d covered more than 4500 miles since I’d left Colorado the week before. Ever stoic, my mother reluctantly admitted that she was exhausted and happy to hang out in the hotel while I visited with Rahael, who was expecting me in Cornelius the following morning.

The brightly colored, single story clinic was easy to spot from the road. Rahael greeted me at the front door and quickly introduced me to her community partners, Rosa Rivera and Ignolia Duyck. Together they managed the clinic’s services, including the Camp Outreach Program, which provided medical and dental care for migrant farm workers. For the better part of the summer, Rahael had travelled with the mobile health unit not only to assist nurses but also to interview farm workers about their health concerns and suggestions for improving the outreach program’s responsiveness.

As we visited the fruit farms that supported the local economy, Rahael spoke fondly of her summer research and how it strengthened her resolve to become a primary care physician. Later that evening, when I returned to the hotel, my mother was fast asleep. I pulled from my backpack one of Rahael’s dispatches from the field and re-read the following words: “I feel fortunate to be working alongside Outreach staff members and volunteers who are passionate about addressing the health care needs of the underserved because doing so renews my faith in the possibility of enacting meaningful social change.” Together with all the exceptional work I’d learned about in Kansas and Ohio, I couldn’t imagine a better endorsement for the value of community partnerships.

Virginia Visconti, the Haas Center’s Public Service Research Program Director, will be leaving the Haas Center and returning to Colorado this summer.

Left: Lawrence, Kansas
From top: Yoshika Crider and Dan Nagengast outside WheatFields in Lawrence, Kansas; Eileen Baca (left), “Play It Safe” booth, Ohio State Fair; Ohio State Fair; Mom, Badlands National Park; Rahael Gupta (third from left) with community partners at the Virginia Garcia Memorial Health Center
Wedding Bells for SCP
Cary and Graeme Hoste support Stanford College Prep

As part of the gift registry for our wedding last summer, we gave our guests the option of donating to Stanford College Prep (SCP, formerly Upward Bound), a Haas Center program that works with local youth from underserved communities in their pursuit of higher education. SCP students will be the first in their families to attend college, and their tenacity, intellect, and good humor are inspiring.

We volunteered with SCP (as tutors and Education and Youth Development Fellows) throughout our years at Stanford. We are impressed by SCP’s positive support of the students, their academic success, and their dreams of college, and we were so happy to have this opportunity to give back.

We weren’t sure what the response would be for an untraditional wedding gift like this, but we were amazed and honored by how many people chose to give. We heard again and again from friends and family how meaningful it was for them to give to SCP, and their support of the program that has meant so much to us was one of the best wedding gifts we could have received.

Cary (Robbins) Hoste ’09 (Mathematical and Computational Science; MA’10, Education) is a math teacher; Graeme Hoste ’08 (Earth Systems; MS ’09 Mechanical Engineering) is a mechanical engineer.

New Giving Opportunities at the Haas Center

Following a year-long strategic planning process, the Haas Center is poised to pursue priority initiatives in environment, health, education, and international service over the next five years. We are launching a new level of annual giving to provide flexibility for innovation to the Center’s leadership team. With an annual gift of $10,000 or more, Directors’ Circle donors will provide new fuel to the Center’s strong academic-public service partnership, which has become an imprimatur of a Stanford education. Visit http://haas.stanford.edu/directorscircle.

The Catherine H. Milton Fund for Student Innovation in Public Service acknowledges the visionary leadership of the founding director of the Haas Center and builds upon the Center’s 25-year history of nurturing and incubating student innovation and entrepreneurial action. Once funded, the Center will solicit proposals from students annually that describe innovative solutions to pressing social problems. Selection is based on the proposal’s inspiration, impact, involvement, sustainability, academic alignment, and Milton-esque qualities (persistence, vision, teamwork, and passion). Visit http://haas.stanford.edu/miltonfund.
Sixteen years after graduating from Stanford, the university and the Haas Center remain a prominent part of my life. This year, I have had the pleasure of hosting Bethany Woolman '10 (Comparative Studies in Race and Ethnicity) as a 2010 John Gardner Public Service Fellow at the American Civil Liberties Union (ACLU) of Northern California where I serve as the executive director. I am told that I am one of the first former fellows to serve as a mentor for a current Gardner Fellow.

I was in one of the last few classes of fellows who got to know John Gardner before his death in 2002. My predecessors had a close connection with him, though Bethany and other fellows of her generation never had that remarkable experience. But his spirit, creativity and commitment to public service go on. I see it in Bethany. Bethany being here has meant I have an additional wonderful colleague, whose excellent ideas are matched only by her talent to execute them. She has taken tools of new media, video, and storytelling and quickly reshaped how we do our work at the ACLU. Bethany also has helped me reflect on my time at Stanford and the steps I have taken in public service.

There were many moments in my years at Stanford that shaped my outlook on public service. The most important was 200 miles away from campus, in Kettleman City, California. It was there that a community of farmworkers, already exposed to pesticides and a toxic waste landfill, worked successfully to keep a global corporation from building a new toxic waste incinerator. As a student and with Haas Center support, I helped mobilize other students to assist in the community’s campaign. When they finally won, I was one of hundreds of people from throughout the United States who gathered in Kettleman City for a victory march.

The experience of that campaign profoundly shifted my outlook. I always thought that I would do something with my life related to environment or social justice—but up to then, I thought I would effect change by becoming the best expert I could be. That campaign exposed me to a different approach to social change—community organizing—helping ordinary people to come together to achieve a significant goal. It also exposed me to Luke Cole ’85 (Political Science) who broke new ground by making his legal expertise a resource for the community through his leadership of the Center on Race, Poverty, and Environment.

I never went to graduate school, but I feel like I am in law school every day at the ACLU. Some people describe what I do now at the ACLU with words that are less flattering than “public service.” That leads me to this question: Would I consider another advocate on the opposite side of me as also doing public service? I think the answer is yes, if we are contributing to an informed dialogue and facilitating public participation. That is what we call a democracy. That is the democracy that John Gardner—and Bethany Woolman—are shaping even today.

Abdi Soltani ’95 (Biology) is Executive Director of the American Civil Liberties Union of Northern California. A 1995–1996 John Gardner Public Service Fellow in Oakland at the Center for Third World Organizing and a Gerbode Foundation Fellow in 2002, he has served as the executive director at Californians for Justice, the Campaign for College Opportunity, and, most recently, at PARSA Community Foundation. He also serves on the board of Public Advocates Inc., a legal advocacy organization. Abdi was featured in the Haas Center's 25th anniversary video, Practice and Passion: Alumni Lives of Public Service (directed by Monica Lam ’96). View the video online at http://haas.stanford.edu/alumnivideo.
In his State of the Union address this year, President Obama gave the following call to action: “To every young person listening tonight who’s contemplating their career choice: If you want to make a difference in the life of our nation; if you want to make a difference in the life of a child, become a teacher. Your country needs you.” Across the country, controversy abounds around issues of education, but put any two people into a room who are at odds on these issues and you can bet they see eye to eye on the necessity for excellent teachers, educational reform, and even educational equity. At the Haas Center, Education Partnerships (EdP) is inspiring and training students who want to make a difference in the field of education as teachers, researchers, administrators, and policy makers.

Almost 200 Stanford undergrads a year give their time in the community through five programs that come under the umbrella of EdP. Whether tutoring for Jumpstart, East Palo Alto Stanford Academy (EPASA), Ravenswood Reads, Science in Service, or Stanford College Prep, these students get first-hand teaching experience, training, exposure to policy issues, and guidance from experienced staff and peers. Along the way, many discover (or confirm) that education is their passion.

Sarah Macway ’10 (Biology; MA ’11, Education) started tutoring for Science in Service when she was a freshman. “It was my favorite part of the week, and I feel lucky that I found my ‘calling.’” Sarah has completed the Stanford Teacher Education Program (STEP) and will start teaching high school biology at a charter school in San José this fall. “At Haas, I always felt support for my choice to pursue teaching, that there was value in conveying my love and understanding of science to young people.”
Woven into each of the EdP programs is an academic component to complement and enhance students’ weekly hands-on experience. Recently, EdP staff have been noticing the buzz among their Stanford students about being able to minor in education. (There is no education major at Stanford.) The Stanford School of Education (SUSE), partly in response to inquiries from undergrads about taking graduate courses, created the education minor program in 2009.

Gustavo Gonzalez ’13 (Comparative Studies of Race and Ethnicity) has worked two years with Stanford College Prep and is excited about the new minor. “I’m learning about various opportunities for working in education. The theories I read about and discuss come alive when I work with students.” Gustavo plans to return to his high school in Stockton, CA, to teach history. “I would like my students to become passionate about the role history plays in their lives, but also I want to inspire change and have them become active in their community. That’s what my high school history teachers did for me.”

Amira Anuar ’12 (English) declared the education minor when she realized how it complemented her work in Jumpstart. “It’s really providing me with a broad understanding of the education landscape. I feel much more empowered to work with children and utilize my skills and knowledge.” She has been accepted into STEP and looks forward to teaching English and math in an under-resourced middle school.

Ceslee Montgomery ’13 will declare an education minor, but not because she wants to teach. “I decided the minor was worthwhile because, as a community member, I want to advocate for students in any way I can—in and out of schools. To do so, I need to be educated on the multiple perspectives of policymakers, teachers, researchers, and administrators.” She will be a public policy major and works with Ravenswood Reads.

EPASA tutor and student director Darius White ’11 (African and African American Studies) has immersed himself in the learning opportunities provided by Haas and SUSE. Now an education minor, co-terming with STEP, and an Andrea Naomi Leiderman Fellow, he plans to teach for several years before getting his doctorate and perhaps going into educational administration. “The important thing is to be a good educator, and the great thing about teaching is that I get to teach and learn at the same time.”

From the beginning (1985), the Haas Center and SUSE have complemented each other’s efforts to encourage and prepare Stanford students interested in the field of education. According to SUSE Dean Deborah Stipek, “The partnership between the Haas Center and the School of Education enhances the Stanford student experience as well as the quality of services provided to the community. We train future educational leaders who are committed and have the skills to improve opportunities for disadvantaged youth.” Kelly Beck, Director for Education Partnerships, agrees. “The EdP staff and students, together with SUSE and local communities, continue to rise to the challenge of providing equal access to high quality educational opportunities for all young people.”

*Learn more about the Haas Center’s Education Partnerships: [http://haas.stanford.edu/edp](http://haas.stanford.edu/edp).*
Three days into my career as a Stanford undergraduate, I strode confidently towards STAND’s table at the September activities fair. Unlike other freshmen, I did not sign up for dozens of student groups. I knew what I wanted. I had led a Darfur activism club at my high school and was ready to replicate my success at Stanford.

The following Tuesday, I arrived at the Haas Center for STAND’s first meeting of the year. The two presidents of STAND, Stanford’s anti-genocide coalition (then Students Taking Action Now Darfur), had prepared a presentation about the conflict in Darfur and about STAND. Less than a minute into their presentation, I had that “Oh-I’m-at-Stanford-now” moment that any Stanford freshman inevitably has at some point. These people weren’t talking bake sales or screening “The Devil Came on Horseback.” Their previous successes included Stanford’s divestment from Sudan and a San Francisco rally attended by thousands: I was playing in the big leagues.

Humbled, I spent much of the rest of that year sitting quietly in a corner of the room, intimidated by the high level of conversation and planning that happened at those weekly meetings. I also saw an opportunity to learn from students with more experience and expertise than myself. I was inspired by STAND veterans’ knowledge of the conflict and carefully crafted plans for action. I sat in that back corner of the room, not just hiding in fear but absorbing and analyzing their thought processes in awe.

It wasn’t long before a friendly sophomore, Angie McPhaul ’10 (Urban Studies), pulled me out of that corner and suggested we meet up to discuss a high school curriculum about Darfur she was working on. She explained the goals of the project and how she felt we could best use our resources and audience to achieve them, soliciting my input at each step. Though I am sure I was very little help to her, she gave me the courage to start engaging in the kind of activism I had only admired from afar.

Gradually, I started participating in the creative and logistical brainstorming of STAND’s initiatives.

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Fast forward three years: here I am, a senior, co-president of Stanford STAND with Mia Newman ’11 (International Relations). I have been given the responsibility of leading a student organization with a history of serious accomplishments and of guiding the national anti-genocide movement. I undoubtedly have a lot to live up to, but much to my surprise, taking the reins hasn’t been all that intimidating. I realize now that the term “president” is used loosely in STAND. I’m held accountable more and have some control over the way I want STAND to operate, but Mia and I hardly ever feel like the success of STAND rests entirely on our shoulders. STAND always has been a collaborative community and every member has ownership of the group. We support each other’s ideas by building upon them, assessing them critically, and contributing our unique skill sets. This culture of supporting and challenging each other is key to why we have reached seemingly unreachable goals.

I’m writing this essay and reflecting on my four years just days after an annual event formally referred to as “Long Meeting,” and I can’t help but think that nothing captures STAND’s essence more. Each spring, the group reflects on the year and determines a direction for the following year in a conversation that has been known to last for up to six hours. We discuss topics as...
specific as our preferred format for sharing news updates and as broad as our rationale for choosing focus conflicts. We acknowledge our accomplishments, but challenge ourselves to continue striving for more the following year.

Through STAND, I have learned to value introspection as a means to self-improvement. I have learned the true meaning of working collaboratively.

This year’s Long Meeting was my last and a bittersweet one. While I’ll miss working with STAND next year, the type of thoughtful dialogue and commitment to excellence I witnessed a few days ago has reassured me that STAND is in good hands. With each member dedicated not just to taking action but also to taking action in the best, most effective ways possible, results are bound to follow.

The Haas Center has cultivated this tradition of dialogue and thoughtful, ethical action. Our advisor, Kristen Azevedo, has guided us through dilemmas that we have not been able to resolve on our own and has provided us with a toolkit to approach our issues in an effective and collaborative way. I have brought the discussions I’ve had in the Public Service Scholars Program about the potential pitfalls of service back to STAND and conversely used STAND’s work to illuminate theoretical arguments.

Through STAND and other service activities, I have learned how to address complex issues with thoughtful and well-researched solutions. I have learned to value introspection as a means to self-improvement. I have learned the true meaning of working collaboratively. These are all skills that already have affected my life on a daily basis and will continue to be invaluable.

**Marloes Sijstermans** is graduating this June with a BA in Human Biology. While at Stanford, she wrote an honors thesis as part of the Public Service Scholars Program and received the Haas Center’s Walk the Talk Award.
Calling all alumni for Reunion Homecoming
October 20–23, 2011

Mark your calendars for breakfast on Sunday with the Haas Center leadership and current student leaders from Stanford in Government, Alternative Spring Break, and Students for a Sustainable Stanford. Hear how these groups provide great service experiences that enhance students’ academic lives and shape careers in the public interest. Check our website for other events: http://haas.stanford.edu/reunion.