We promote public service through five pathways.

How do you approach public service?

On the Farm: Russ Feingold, Mimi and Peter E. Haas Distinguished Visitor

Professor Barbara Voss on why archaeology isn’t just about digging in the dirt

Alternative Spring Break and East Palo Alto Stanford Academy still going strong at 25 years
This is a memorable year for the Haas Center for Public Service. During winter quarter, the center hosted the inaugural Mimi and Peter E. Haas Distinguished Visitor, former U.S. Senator Russ Feingold. Senator Feingold touched the lives of over 2,600 students, faculty, staff and visitors during his stay; and his integrity and wisdom have left a lasting impression. In 2012, we also celebrate two anniversaries for Haas Center programs that have made a significant community impact over the last 25 years: Alternative Spring Break and East Palo Alto Stanford Academy.

You will discover in this edition of Commons a multitude of faces, from senators and student-athletes to archaeologists and alumni, all engaging in public service in different ways. We welcome this; we encourage this. These diverse approaches reflect the Haas Center’s five pathways to public service and create opportunities to innovate ways to serve society.

You may have also noticed our new Haas house symbol. The image is an important reflection of the Haas Center as a physical place for public service on campus and as a symbolic space for community, service and democracy. Many students have graduated from Stanford saying that the center was their second home on campus. There is no higher praise than this. And we invite you to keep public service, and the Haas Center, as an integral part of your life. Have a wonderful summer!

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Heading to the beach is one option for spring break, but every March more and more Stanford students are choosing to head to educational farms, local community centers or the halls of Congress. For 25 years, the Haas Center for Public Service has supported and developed opportunities for Stanford students to engage in direct service and service learning during their spring break. The influence of one week of public service has been profound on students. Jon McConnell, associate director for public service education and advisor to Stanford Alternative Spring Break (ASB), describes ASB’s impact. “As one of the first programs of its kind, ASB has helped shape a movement that has spread to campuses throughout the country,” says McConnell.

In the Beginning

In 1987, staff members of what was then called the Public Service Center led the first four Stanford spring break service trips. Megan Swezey Fogarty ’86, now Haas Center director of fellowships and postgraduate programs, spent the week with seven students in the local community. “We decided to spend a week in East Palo Alto meeting elected officials and nonprofit leaders,” says Swezey Fogarty. “For our direct service, we packed and distributed food at the Ecumenical Hunger Program [EHP]. I reconnected with local teacher Opaline Mitchell, a childhood neighbor and incredible EHP volunteer, who continued to be a mentor for me after ASB.”

From the beginning, ASB has prioritized the values of the center it has called home: service learning, leadership development, and inspiration and experience for a lifetime of service. Over the years, the program has evolved, including ensuring that students are adequately prepared with service-learning principles. In addition, student leaders and faculty advisors facilitate a required winter-quarter directed-reading course for all trip participants and all students take part in structured post-break reflection experience during spring quarter. These developments have improved the quality of the ASB experience. In 1997, the “HIV/AIDS in San Francisco” trip was named the Curriculum-Based Alternative Spring Break of the Year. This award reflected Stanford ASB’s ongoing effort to prepare participants with background knowledge of each trip’s relevant issues.

Beyond One Week

Spring break lasts one week, but ASB’s impact can often shape career paths and professional goals. Amanda Millstein ’06 went on the “Healthcare for Marginalized Communities” trip as a freshman. “I remember meeting lots of people, who worked for nonprofits throughout the Bay Area, who had chosen to devote their lives to ensuring better access to health care, and realizing that eventually I wanted to join their ranks,” Millstein says. Now, she is in medical school at Stanford and started her pediatric residency in July 2011.
A partnership between Stanford University, History San José (HSJ), Chinese Historical and Cultural Project (CHCP), and Environmental Science Associates is debunking these myths about archaeology with the San José Market Street Chinatown project. The project is a collection of artifacts from San Jose's first Chinatown, which was located where the Fairmont Hotel now stands in the downtown. Founded in 1862, the Market Street Chinatown burned down in 1887 due to arson. The artifacts were discovered in 1985 during redevelopment; they include gaming pieces, buttons, and small dishes and bottles. After completing the excavation in 1988, the artifacts were boxed, put into storage and, in effect, reburied once more.

A Different Kind of Learning

In 2002, Barbara Voss ’88, associate professor of anthropology at Stanford University, was approached by HSJ and CHCP to help make the Chinatown objects accessible to the public. To date, Voss’s students have helped to catalog and curate over 18,049 specimens representing an estimated 4,319 objects—with 250 boxes of specimens yet to be cataloged—making this one of the largest collections of Chinese artifacts outside of China.

In autumn 2011, Voss offered for the first time “Public Archaeology: Market Street Chinatown Archaeology Project” to undergraduates (Anthro 112/AsnAmSt 112) and graduates (Anthro 212). With the support of the Anthropology Department, Asian American Studies, the Haas Center and the Stanford Archaeology Center, the course allowed Voss to attract more students beyond the archaeology major and also answer a community partner’s request for help: massive budget cuts threatened the existence of HSJ’s public education program, and HSJ wanted to know if Stanford archaeology students could help save the endangered programming.

Anthro 112 is not Voss’s typical laboratory methods course. She describes the service-learning course as a fusion of different kinds of learning: weekly seminar-style discussions; collections management, which entails behind-the-scenes cataloging and curating; and center stage community service with twice quarterly public archaeology days. “We are combining book learning with two different kinds of practice,” says Voss. “On the one hand, material culture analysis, which is very traditional to archaeology, and, on the other hand, public education, which is a more direct form of community service.”

For Stanford students, the benefits are numerous. Voss notes that students work a lot harder to master the material because they have to teach it to the public. In addition, the course has no prerequisites and, therefore, is open to students from any major. In this interdisciplinary learning environment, students from Asian American studies, urban studies, history, and archaeology converge to teach and share with each other expertise from their respective disciplines.

The course also offers archaeology students a chance to gain firsthand experience collecting and curating artifacts for an organization with clear goals for maintaining their cultural heritage. The stakes are real and important for all partners involved.

As an archaeology major, Megan Kane ’07, MA ’08 came to the project through a laboratory methods course that Voss taught...
in 2007. Kane is now the collections manager for the project. "The project raises awareness about what archeology actually is," says Kane. "Ultimately that will help with historic preservation and the conservation of archaeological sites and collections once they have been excavated. A greater investment in history can come out of a deeper awareness of what archaeology means."

Meghan Gewerth ’13, a junior in archaeology, enrolled in the autumn course and has now become interested in, specifically, public archaeology. She has continued to work on the Market Street Chinatown project and has been awarded a Community-Based Research (CBR) Fellowship from the Haas Center for summer 2012. "I'm interested in how visitors approach artifacts in different contexts and if they bring different expectations to what their experience will be," says Gewerth. CBR is founded on the principle that all partners identify shared goals and objectives, lend their expertise to the project, and mutually benefit. Students provide valuable work to the community partners, and the partners lend their expertise to help the students advance their learning and understanding of the field.

Living History
What's the point of cataloging old buttons and bowls? Voss explains the relevancy of this kind of archaeological project to the present-day community. "The Market Street Chinatown community was one of the frontlines of the debates about race, immigration and gender in California," says Voss. "The community was destroyed in an arson fire during a period of anti-Chinese rhetoric. Immigrant communities today are still in the middle of that legacy."

The Market Street Chinatown story is also about the power of individuals to challenge racism and change the trajectory of history. After the fire, when Chinese immigrants were prohibited from rebuilding on the same site, John Heinlen, a German immigrant and local businessman, allowed the Chinese to settle on land he owned around Taylor and Sixth streets despite threats to his life. The area, which came to be called Heinlenville, offered a home for the Chinese immigrants to rebuild their community.

Anthro 112 exemplifies interdisciplinary public service collaboration at its best. Facing budget cuts, Alida Bray, CEO of HSJ, understands the value of such partnerships: "Projects are always more rich, more interesting and more valuable when you have a variety of community members looking at the same topic from multiple viewpoints," Bray says. "You get the most out of everyone's resources when you come together. And when you have a successful working relationship like we have had, new ideas and programs emerge." For Voss, it's simple: service and learning complement one another. "To me the disciplinary expertise and the potential value of that work in the present day are not separate," says Voss. "The work that each of us is doing has more value when we align all of our efforts together."

The Haas Center supports service-learning courses like Anthro 112 with course development grants and resources. Read more about the project at marketstreet.stanford.edu.
Walking each day from the Stanford West Apartments with my newly acquired Stanford knapsack, I got some exercise, enjoyed the palm and eucalyptus trees, and passed the Law School that had provided so many of the expert witnesses that I had heard as a member of the Judiciary Committee while I was in the U.S. Senate. After being chastised for wearing a tie with my blazer and khakis, I went with the Stanford open-collar look. The only difficulty I had was adjusting to the dragonfly-like buzzing of the thousands of bicycles in White Plaza. After a couple of close calls and considering wearing a helmet or body armor while walking, I thought I had it figured out. I recalled advice to look both ways, but nobody mentioned bicycles coming diagonally at you through a series of cement barriers. Yet I arrived at the Haas Center unscathed each day.

What I found inside was one of the most upbeat environments I’ve encountered for some time. Not that the U.S. Senate wasn’t a perfectly harmonious entity, but it was such a pleasure to watch the constant and fast-paced phenomenon of dedicated staff taking joy in mentoring Stanford students, and then watching those students mentor high school and other students in turn. The Haas approach to inculcating the spirit and skills of public service is rare on university campuses as far as I can tell. It seemed to me that there was an exceptional desire to let the Stanford undergraduates do it themselves, but not fend for themselves. This was particularly evident to me in the eight workshops I was asked to conduct on everything from campaign finance reform to human rights in Africa to intelligence gathering. Under the auspices of Stanford in Government (SIG), a student-led Haas affiliate housed in the Haas Center, the workshops were planned, readings assigned, and full rooms of both undergraduates and graduate students were assembled. The students listened attentively for 45 minutes and then engaged in discussion enthusiastically for the next 45 minutes. These workshops were facilitated by undergraduates (in particular Meredith Wheeler and Otis Reid) on their own, but Haas Center professional staff kept a watchful eye, and even attended on occasion. This struck me as the perfect mentoring balance for a center for public service. The workshops were the core of the Visitorship and helped me reconnect with so many subjects in which I was immersed for much of my public life. I hope the students were motivated to pursue some of these subjects in their careers as well.

In addition to the workshops, I participated in as many as 80 other presentations: faculty meetings; seminars; meetings with individual faculty; meetings with individual students who requested them; talks and dinners with students in several of the residence halls; and two major lectures to larger audiences, including people from the broader non-university community. There were so many interesting encounters on such a wide range of topics, it’s hard to believe this all occurred during one academic quarter. But some moments stick out in my mind. In addition to the workshops, SIG sponsored a live viewing of President Obama’s State of the Union speech on the evening of Tuesday, January 24, followed by conversation with me about the speech and politics in general. As I entered the Donald Kennedy (DK) room, one of the students was already seated and was waving an American flag. I knew him to be a political conservative but didn’t know if this was to be a display of patriotism in honor of the occasion or my first encounter with the Tea Party, Stanford-style. What ensued was fascinating. This time, I heard a State of the Union address, not from a front-row seat in the House Chamber, but with a group of bright students from all over the country and the world. They were respectful and attentive, but found some things the President said not so funny when he
was trying to be so and other things hilarious when there was no comic effect intended. Nearly everyone, including A.J. the flag-waver, participated in the ensuing discussion, which was lively and substantive covering everything from energy policy to Iran.

When I was preparing to spend the winter at Stanford, Tom Schnaubelt asked me if there was anything in particular I wanted to do while I was there. Among other things, I asked if I could meet off-the-record with a group of clearly politically conservative students to get a sense of how they think and how they came to their views. Led by the aforementioned A.J. and with Meredith Wheeler’s coordination, we filled the tables in the DK room with students, who after a few remarks from me took over and spoke essentially to each other about the roots of their conservatism, their concerns about big government, and their differing perceptions of the Tea Party and the Occupy movement. Although our philosophies diverge, I felt privileged to listen to such a candid and civil discussion compared to what passes for discourse on cable TV, talk radio, and in too many presidential debates.

The broader notion of public service that Haas fosters was even more compelling than the predictably political nature of many of my experiences at Haas and Stanford. Down the hall from my office was the office of a nascent start-up called SIRUM. Founded by a group of former Stanford students, this beehive of activity is devoted to finding out how to get unused medicines from hospitals and other settings to where they can be safely used at places like community health facilities. What appeared to be bordering on workaholism at times was really amazing enthusiasm for the mission. I was pleased to be able to advise these activists on some proposed state legislation and to connect them with a former health care staffers of mine about possible sources of federal funding. This is a magnificent blend of Stanford’s spirit of entrepreneurialism with Haas’s devotion to the community.

And I was touched late in my visit to Stanford to speak to a class of undergraduates who had chosen to focus on Alzheimer’s disease as their Alternative Spring Break. In addition to extensively reading on the subject and interacting with Alzheimer’s victims and their families, they were preparing to visit lawmakers in Sacramento to lobby for help with families affected by this brutal disease. Not only were the students well prepared for our meeting, but they also gave me a contemporary perspective on this issue, which I began working on in 1984. I was struck by the continuity of the issue so many years later, and its particularly tough impact on middle-aged women who find themselves “sandwiched” between multiple generations of family members in need of their caregiving. But now I saw the great diversity of backgrounds and ethnicities reflected among the students whose stories of long-term challenges in their families were almost identical to the concerns expressed to me in the almost entirely white and often rural groups who first told me about this in the early 80s. It made me long for a new commitment by Americans to work together as a community on an issue such as this, which makes no distinction between ethnicity, race, economic status, or political viewpoint.

My quarter at Haas was one of the most enjoyable and stimulating experiences of my life. From the students who contacted me to find out how to get started running for office to the caring and dynamic staff at Haas who clearly love working with students and the broader community, this was a heartening and motivating experience for me. I again thank all of my friends at Haas and especially Tom Schnaubelt, Maria Fraboni, Larry Diamond, and Julie Kennedy for their exceptional efforts to make the first Visitorship live up to expectations. Most of all, of course, I thank Mimi Haas for her generosity and support in making all of this possible.

Russ Feingold is the founder of Progressives United and author of While America Sleeps: A Wake-up Call for the Post-9/11 Era.
Blinded with Science

Now in its ninth year, Science in Service (SiS) has been bringing science to elementary school children, primarily fourth through sixth graders, at the Boys & Girls Clubs of the Peninsula (BGCP) through hands-on inquiry-based science lessons. This past year, however, SiS added programming and mentoring for middle school students. SiS director Kelly Beck and student leaders, as well as BGCP staff, believe this change is an important step in helping middle school students transition to high school level science. “BGCP is intently focused on helping their students graduate from high school, and the eighth- and ninth-grade transition in science and math is a particular challenge toward that outcome,” says Beck. “We agreed that the potential impact of SiS at the middle school level could be tremendous. In addition, Stanford student mentors always show a capacity to dig deeper into concepts at a more abstract level, beyond what might typically be done with an eight-year-old.”

Since middle school students are cognitively, emotionally and socially different from elementary students, this shift necessitated a new programming structure. Beck and her team of six SiS leaders dedicated autumn quarter to designing a new curriculum. They used the Design Thinking methods created by Stanford’s Hasso Plattner Institute of Design (d.school), which privileges user experiences in the creative process. What emerged was a project-based structure built on the pedagogical method of inquiry learning. In other words, middle school students pose science questions, which they then must experiment and investigate, and SiS mentors participate as co-investigators on the project.

During the winter quarter, SiS mentors and middle school students conducted investigations about bacteria, complementing the school’s science curriculum. This spring, mentors and students are exploring questions about the human body. SiS mentor Lawrence Crosby ‘12 describes the experience for both SiS mentors and youth: “I loved seeing the seventh graders that I worked with come up with their own experiments. It was great to develop a collaborative relationship with young people, who will hopefully be future scientists.”

East Palo Alto Stanford Academy (EPASA) is celebrating its 25th anniversary this year. To mark the occasion, EPASA is hosting a dessert social for all former Stanford EPASA participants. Come back to the Haas Center, meet old friends and share your EPASA memories. Alumni are welcome to attend the EPASA graduation ceremony prior to the dessert social.

EPASA: Looking Good at 25!

Friday, August 3, 2012
Haas Center for Public Service
5–7:30 pm—EPASA Graduation Ceremony
7:30–8:30 pm—EPASA Alumni Reunion
Dessert Social. Lorne Needle ’87, MBA ’92, founder of EPAS(S)A, will speak at the social.
RSVP at haas.stanford.edu.
C4C Field Day on the Farm

In the spirit of creating opportunities for others, Stanford Athletics and the Haas Center for Public Service have teamed up to put student-athletes and local community youth on the same field together.

On Sunday, April 22, over 60 Stanford student-athletes representing more than 12 Stanford sports joined local youth from community partners in Cardinal for the Community (C4C) Field Day. A collaboration between the Athletics Department and the Haas Center, C4C responds to community needs while providing student-athletes with opportunities for service. The four community partners—the Boys & Girls Clubs of the Peninsula, Shelter Network, Special Olympics Northern California, and Stanford GOALS—brought a combined total of over 40 youth to the Stanford Athletics complex. The event consisted of four athletic stations: football, basketball, soccer and track. Youth and student-athletes practiced dribbling and running drills, competed in relay races, scrimmaged in soccer, and had fun while working out.

Building Good Habits

Field Day, along with all of the other C4C events over the past academic year, creates opportunities for local youth to imagine a future with many possibilities. Kelly Burke, after school sports coordinator with Stanford GOALS, works with youth between the ages of 7–12 to reduce childhood obesity. The students in the Stanford GOALS program engage in an after school fitness program during the academic year, and, quarterly, they attend a C4C athletic event. At Field Day, Burke brought 16 boys and girls from second to seventh grade. “They look forward to these field trips so much,” she says.

However, C4C is more than just getting kids to burn calories; it also makes the Stanford campus accessible and real to local youth. According to Burke, “We try to bring them out to as many events as we can to show them what it’s like to be in college.” Lewis Eggleston, children’s service coordinator at Shelter Network, echoes this goal: “For the teens, it’s an opportunity to see that college is an attainable option for them. Experiencing a bit of college life firsthand makes a lasting impact.”

Reciprocity

Josh Nunes ’13, quarterback on the Stanford football team, has participated in several C4C events, including Habitat for Humanity and Ronald McDonald House. “Being active and involved in sports promotes a sense of leadership and the ability to be a team player,” says Nunes. “I grew up playing sports, and I feel like it’s a big benefit. It teaches you commitment and sacrifice.”

The two sets of athletes have more in common than might appear. Heather Jones of Special Olympics Northern California notes that “sports is a universal thread, and every athlete, whether from Stanford or Special Olympics, understands determination, hard work, and the ability to overcome adversity.”

While the local youth get physical exercise and the chance to hang out with some of the most accomplished collegiate athletes in the United States, the Stanford student-athletes have the opportunity to wear two different hats for the day: coach and cheerleader. “It was great to see the student-athletes encouraging the kids to run fast, knock down crash pads, and have a blast,” says Kristen Azevedo, program director for Student Organizations and Leadership at the Haas Center. “The relationship is mutually beneficial. Getting this kind of support is invaluable to young children, and, for the Stanford student-athletes, it offers the chance to share some of their best team leadership skills with future athletes.”

A member of the Cardinal Council Executive Committee, Stanford’s student-athlete advisory committee, Koko Urata ’12, a senior in synchronized swimming, helped organize the event. “Last year was Special Olympics’s first year attending Field Day,” says Urata. “Their athletes have so much passion and are very excited to be on a college campus and to see the student-athletes. It reminds me of why I came to Stanford and why I wanted to be an athlete.”

Photo courtesy of Stanford Athletics

Stanford student-athletes and community youth at soccer station.
2011–12 Awards

Included is a list of public service awards given by the Haas Center, as well as awards received by Haas Center partners and friends. For a complete list, visit haas.stanford.edu.

2012 Public Service Awards

Friends of Haas
Julie Lythcott-Haims
Milbrey McLaughlin

Miriam Aaron Roland Volunteer Service Prize
Gabriel Garcia

Stanford Community Partnership Awards
InnVision
Stanford Project on Hunger (SPOON)

Walk the Talk Service Leadership Award
Sarah Hennessy
Sam King
Jaclyn Le
Danielle Menona

2012 Postgraduate Fellowships

American-Thai Foundation Fellowship
Rebecca Castro
Andi Harrington

Tom Ford Fellowship in Philanthropy
Jaclyn Le
Jenny Rempel
Isabelle Wijangco

John Gardner Public Service Fellowship
Darren Bartlette
Sharada Jambulapati
Mia Newman

International Public Service Fellowship
Kesaobaka Modukanele
Lauren Platt
Jonah Rexer

Stanford Public Interest Network (SPIN) Fellowship
Catalina Angel
Alexandra Bollaidlaw
Emily Bookstein
Judee Burr
Danielle Menona
Bradford Nguyen
Erin Olivella-Wright
Atzimba Parra
Anna Rasmussen
Thuy-An Tran
Vivian Wong

Photos top to bottom: (l-r) Julie Lythcott-Haims receiving Friends of Haas award from Julie Kennedy; Walk the Talk awardees (l-r) Danielle Menona and Jaclyn Le; and Walk the Talk awardee Sam King
“I chose my area of concentration within human biology—ethnicity and medicine—based on the health care disparities I learned about on ASB,” says Millstein. “I would not be where I am today had I not had that experience.”

This past spring, Stanford ASB offered 18 trips across the nation, the largest number of trips in its history. Almost two hundred students participated in service related to social issues such as juvenile justice, education, Alzheimer’s disease, rural and American Indian health disparities, and more.

The Power of Community
In April, ASB invited alumni to return to the Haas Center for the post-break reflection. Alumni, ASB student leaders and returning trip participants mingled and exchanged stories and reflections. Minh Dan Vuong ’11, ASB executive director in 2010–11, attended the 25th anniversary reunion. For Vuong, one week helped him develop leadership skills that endure beyond Stanford. Vuong started out as an ASB participant, then led a trip, and eventually joined ASB staff.

“ASB is at the forefront of providing leadership opportunities to Stanford students,” says Vuong. “While the leaders and participants all come in with a passion for their issue area, ASB’s curriculum and program are designed to sharpen their peer leadership, their understanding of themselves and others, and the way they engage the community.”

Sarah Hennessy ’12, this year’s executive director, was moved to hear from ASB alumni about the influence of the program on their lives. “As a graduating senior about to jump off into the world, I am reassured to see this community of people come together based on the values they share that were nurtured through ASB,” says Hennessy. “I know from them that I, too, will retain what I’ve experienced and learned here at Stanford, in and out of the classroom, and stay motivated to make a difference.”

Photos top to bottom: (l-r) Megan Swezey Fogarty and Opaline Mitchell at Ecumenical Hunger Program in 1987; 2010 ASB trip: Asian American Issues: From Identity to Action; and 2012 ASB Reunion. Photos courtesy of ASB

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<tr>
<th>Year</th>
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<td>1987</td>
<td>Stanford ASB wins Alternative Spring Break of the Year by BreakAway.</td>
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<td>1996</td>
<td>Stanford’s “HIV/AIDS in San Francisco” ASB trip receives the Joe B. Wyatt Award from BreakAway for the Curriculum-based Alternative Spring Break of the Year.</td>
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<td>1997</td>
<td>ASB coordinators and Haas Center staff launch an autumn quarter weekly practicum for trip leaders to better prepare them for their work in the community.</td>
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<td>2000</td>
<td>Stanford ASB receives Dean of Students’ Outstanding Achievement Award.</td>
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<td>2002</td>
<td>Ensuring access for all students, the Financial Aid Office coordinates with the Haas Center to verify the eligibility of ASB applicants for Community Service Work-Study.</td>
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<td>2004</td>
<td>Stanford University’s The Study of Undergraduate Education recognizes ASB as a primary example of a student organization with a community-based learning focus.</td>
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<td>2012</td>
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Calling All Alumni for Reunion Homecoming
October 4–7, 2012

Reunion Homecoming is a little earlier than usual this year. Don't miss the following events! For more information, visit haas.stanford.edu.

**Friday, October 5**
Classes Without Quizzes: “Public Service and the Renewal of American Democracy”
Moderator: Larry Diamond. Panelists: Gary Rosen ’88 and Gretchen Welch ’78
Cosponsored by the Haas Center for Public Service and Stanford in Government (SIG).
SIG reception will follow panel discussion.

**Saturday, October 6**
Cosponsored by the John W. Gardner Center for Youth and Their Communities, the Graduate School of Business, the Haas Center for Public Service and the School of Education

**Sunday, October 7**
Haas Center for Public Service Alumni Reunion Breakfast
Learn what’s happening on campus from student leaders engaged in Alternative Spring Break, Education Partnerships, SIG, and Students for Sustainable Stanford.

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Visit haas.stanford.edu.

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