

# Clas Notes

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Spring 2017

CLLAS

CENTER FOR  
LATINO/A & LATIN  
AMERICAN STUDIES



## DIRECTOR'S LETTER

The winter term featured a Dreamers, Ducks & DACA Info-Session held Feb. 28 in the EMU. Led by Ellen McWhirter, Ann Swindells Professor in Counseling Psychology, and the UO Dreamers Working Group, the session presented strategies for supporting UO undocumented, DACAmented, and students from mixed status families. Documents drawn from this presentation are housed on our CLLAS website at: <http://clas.uoregon.edu/resources/know-your-rights/basic-info-to-know/>

CLLAS kicked off spring with a significant panel discussion in response to the new political environment. "Immigration Policy and Coalition-Building in the Age of Trump" was moderated by Dan Tichenor, professor in the Department of Political Science and senior faculty fellow with the Wayne Morse Center for Law and Politics. It featured Larry Kleinman, director of National Initiatives for CAPACES Leadership Institute; Roberta Phillip-Robbins, J.D., executive director of MRG Foundation; and Guadalupe Quinn, Group Latino de Accion Directa de Lane County. They provided updates on immigration policy from their perspective, and engaged in vibrant conversation with the people who packed the room, discussing various strategies for coalition-building locally and nationally to protect immigrant communities. Faculty and students from across campus and members from the larger Eugene community attended the panel.

Given the environment of fear created by the Trump administration, and the perilous psychological and emotional effects for community members, including Latinos, CLLAS offered a workshop for K-12 teachers in March led by Professor Lynn Stephen and Carmen Urbina, codirector of the Oregon Center for Educational Equity, and coordinated by CLLAS GE Cecilia Valdovinos. The workshop focused on mixed status families, transborder families, and language borders, among other relevant themes. More details can be found in the article on page 6.

Also in March, CLLAS sponsored an op-ed workshop for faculty, staff, and graduate students led by Pulitzer-Prize winning journalist and novelist Hector Tobar, who teaches in the UO School of Journalism and Communication. Participants received not only a spirited presentation of writing tips and techniques, they also were given a



## Documenting Latino Roots: 2017 cohort marks the 4th iteration of this popular hands-on class

Every two years, UO offers a two-term series that teaches students about Latino history in Oregon. The second term class culminates in a documentary film project carried out by each student. Three students from the 2017 class—taught by Lynn Stephen and Gabriela Martínez—share synopses of their projects.



Heidi Rangel (left) discusses her project with Professor Gabriela Martínez.

in 1980, she found that there were few Latinos in her community, a stark change from her upbringing in Del Rio. Through volunteering in the community as a translator and educational assistant to English as a second language speakers, Norma was able to fulfill her love of education, practice her love for her first language, give to her community, and stay connected to her culture. Norma decided to go through the Spanish language program at LCC to solidify language concepts that could help her find employment in Eugene School District 4J. After completing the program, she was encouraged by her instructors to pursue work at the community college. Norma has been a tutor in the Spanish department at LCC since 2005.

**Reflections on class:** Taking Latino Roots I and II has been the most incredible experience of my education to date. These courses offer edification on colonialism, migration, perceptions of race, and the profound impact Latino people have had in Oregon's history. As an anthropology major, I found myself developing important skills in conducting and interpreting oral history, as well as perspective on methods of evaluating cultural history and how it informs the present day. My exposure to the substantial history of Latino people in this state continues to expand as my classmates and I explore the rich backgrounds of our respective documentary subjects.

—Producer Heidi Rangel is an undergraduate majoring in cultural anthropology.

### Heidi Rangel: Documentary Synopsis of *NORMA*

The documentary I am producing, titled "*NORMA*," captures the journey of Norma Scovell from her upbringing in Del Rio to her current residence in Oregon. Norma, a U.S. born child of immigrant parents from Ciudad Acuña Coahuila, Mexico, is a tutor in the Spanish language department at Lane Community College. Growing up, Norma was encouraged to celebrate her culture by her parents. She fondly recalls taking trips with her parents to Mexico. Those memories are held dear by Norma, from seeing Mexican artists such as Lola Beltran to visiting pueblos with her parents to offer clothing and household items to the villagers. The value of giving was instilled in Norma from a young age, and she considers it an integral part of her life today. When Norma came to Eugene

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LATINO ROOTS, continued on p. 6



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**DIRECTOR'S LETTER**, *continued from page 1*

rundown on how Tobar put together a recent op-ed for NewYorker.com. Additionally, they got a chance to float ideas to a master of the form.



*Hector Tobar offers writing strategies / photo by Feather Crawford.*

Continuing with the CLLAS mission of promoting Research Action Projects (RAPs) and community engagement, CLLAS sponsored an applied research workshop that brought together scholars and immigration lawyers to converse about gendered violence, access to justice, asylum processes, and the various ways in which scholars serve as expert witnesses in asylum cases of Guatemalan women (and others) in the state of Oregon. Part of the workshop focused on how better to educate judges about social, political, economic, and cultural conditions that in combination with domestic abuse force people, women in particular, to flee their country. Workshop participants were Cecilia Menjivar, distinguished professor of sociology at the University of Kansas; UO professors Erin Beck (political science), Lynn Stephen (anthropology), and Gabriela Martínez (SOJC); Vania Glasinovic, immigration attorney; Christopher Anders, U.S. asylum attorney; Anna Ciesielski, U.S. asylum attorney; Darien Combs and Bryan Rojas-Arauz, doctoral students in counseling psychology; and Ricardo Valencia, doctoral student in SOJC. After the workshop, professors Erin Beck, Lynn Stephen, and the three invited attorneys offered a roundtable titled “Achieving Justice: Gendered Violence, Displacement, and Legal Access in Guatemala and Oregon,” moderated by Gabriela Martínez. We thank our event cosponsor the Center for the Study of Women in Society.

CLLAS also cosponsored, along with other units, the 2017 Latin American, Latino, and Iberian Studies Association (LALISA) Conference, “Peripheral Mappings: Social and Cultural Geographies from the Underside of Modernity,” organized by Pedro García-Caro, director of the Latin American Studies Program and associate professor in the Department of Romance Languages (Spanish). The conference attracted scholars from various universities in the Pacific Northwest and across the country.

Our Research Action Projects (RAPs) continue to be productive. In May, two faculty grantees, Alafí Reyes-Santos (ethnic studies) and Ana-Maurine Lara (anthropology), from the Afro-Descendant and Indigenous RAP presented their interdisciplinary research on Caribbean women’s roles in Afro-Indigenous healing traditions and how this healing work contributes to their empowerment in their communities. Research sites include the Dominican Republic, Puerto Rico, and the Pacific Northwest.

As we come to a close for this academic year, I would like to acknowledge and thank all the faculty, staff, and students across campus who have shown courage expressing open resistance to acts of bigotry, hate, and discrimination toward minorities and international members of our community. CLLAS remains committed to equity and inclusion, not only as core ideas, but also as a daily praxis. CLLAS will continue to reject the exclusion of any group based on nationality, ethnicity, religious background, gender, or legal status. CLLAS will continue to value and welcome scholars, students, staff, and members from all communities.

Finally, I would like to say what an honor it has been to serve this year as director of CLLAS. It was a real treat to work with an outstanding group of people to whom I owe many thanks: Eli Meyer, director of operations; Alice Evans, communications specialist; Feather Crawford and Cecilia Valdovinos, excellent graduate employees; Tamara LeRoy, a graduate student and super-dedicated intern for the Latino Roots in Oregon Project. The research, knowledge dissemination, and community engagement CLLAS supports couldn’t be fully accomplished without the valuable assistance of the staff.

Next academic year I will continue at CLLAS as codirector, and I have the pleasure to welcome Alafí Reyes-Santos, associate professor in ethnic studies as my codirector. I am looking forward to working with Alafí, who already has an impressive research and programmatic agenda for the next three years.

Wishing you all a wonderful summer! Saludos,

*Gabriela Martínez, CLLAS Interim Director  
Associate Professor, School of Journalism and Communication*

CLLAS

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AMERICAN STUDIES



CLLAS NOTES      SPRING 2017

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**OUR MISSION**

The Center for Latino/a and Latin American Studies (CLLAS) facilitates collaborative research, scholarship, intellectual community, and community outreach focused on Latin America and U.S. Latino/a populations. CLLAS has a particular interest in developing research to better educate the public on the history, contributions, and well-being of Latino/as and Latin Americans in Oregon.

- INTERIM DIRECTOR Gabriela Martínez, School of Journalism and Communication
- DIRECTOR OF OPERATIONS Eli Meyer
- ACCOUNTING Sally Frisella
- NEWSLETTER & WEBSITE Alice Evans
- GRADUATE EMPLOYEE Feather Crawford, Event Coordinator
- GRADUATE EMPLOYEE Cecilia Valdovinos, Project Coordinator
- LATINO ROOTS PROJECT COORDINATOR Tamara S. LeRoy

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**Gerardo Sandoval named to OSHSC**

CLLAS executive board member Gerardo Sandoval has joined the Oregon State Housing Stability Council, tapped for his expertise on gentrification and rural community development issues and for his experience in outreach to Latino communities throughout Oregon. An associate professor in the UO Department of Planning, Public Policy and Management, Sandoval was nominated to this position by Gov. Kate Brown and confirmed by the Oregon Senate. The Council provides leadership in, and reviews and sets policy for, the development and financing of affordable housing throughout the state of Oregon.

**Lynn Stephen elected Vice-President of LASA**

UO anthropology professor Lynn Stephen, founding director of CLLAS, was elected vice-president of the Latin American Studies Association (LASA) for the term beginning June 1, 2017, and ending May 31, 2018. On June 1, 2018, she will assume the presidency of LASA for a 12-month period, until May 31, 2019.

“This is one of the highest honors for a scholar working on Latin America,” noted Carlos Aguirre, UO professor of history.

**OVPRI Faculty Research Awards**

Four CLLAS faculty affiliates received 2017 Faculty Research Awards from the UO Office of the Vice President for Research and Innovation. They include:

- Christopher Chávez, assistant professor, School of Journalism and Communication, “Branding the Revolution: Havana Club, Cuban Authenticity and Public Diplomacy.”

- Lauren M. Cycyk, assistant professor, Communication Disorders and Sciences, College of Education, “Perspectives of Hispanic Caregivers on Early Language Intervention Strategies.”
- Maria Fernanda Escallón, assistant professor, UO Department of Anthropology, “Excluded: Cultural Heritage, Afro-Descendants, and the Politics of Diversity in Colombia and Brazil.”
- Daniel HoSang, associate professor, Departments of Ethnic Studies and Political Science, “Social Inequality and Anti-Statism in the Rural West.”

**National Jewish Book Awards Finalist**

A book by CLLAS executive board member Monique Rodrigues Balbuena, *Homeless Tongues: Poetry and Languages of the Sephardic Diaspora* (Stanford University Press, 2016), was a finalist for the 2016 National Jewish Book Awards in the category of Sephardic Culture, sponsored by the Jewish Book Council. Balbuena is an associate professor of literature in the UO Robert D. Clark Honors College.

**Martinez named to Knight Professorship**

Charles Martinez, College of Education, was recently named a Philip H. Knight Professor for his leadership in prevention science and commitment to improving education, health and social services for underserved communities. Martinez, who began his career in Oregon as a research scientist at the Eugene nonprofit Oregon Social Learning Center, specializes in identifying risk factors for disadvantaged populations and developing and disseminating interventions that support children and families.

Martinez’s work is rooted in partnerships with underserved communities that help him and his research team better understand their specific needs and challenges.

**McKinley receives multiple awards**

UO Knight Law School professor and Center for the Study of Women in Society director Michelle McKinley was awarded the 2017 Judy Ewell Award for the Best Publication in Women’s History, presented by the Rocky Mountain Council for Latin American Studies (RMCLAS). This honor came for her recent book publication *Fractional Freedoms: Slavery, Intimacy, and Legal Mobilization in Colonial Lima, 1600-1700* (Cambridge University Press, 2016). She also received an Honorable Mention for the J. Willard Hurst Prize for this book from the Law and Society Association. Additionally, UO Knight Law School’s faculty personnel committee named her as the recipient of the 2017 Orlando J. Hollis Teaching Award, the law school’s highest teaching honor.

**Ersted Award for Kristin Yarris**

CLLAS executive board member Kristin Yarris, assistant professor, Department of International Studies, received UO’s Ersted Award for Specialized Pedagogy in recognition of achievement and expertise in the area of global health.

**Tamara LeRoy wins Folklore award**

Graduate student and CLLAS Latino Roots Project coordinator Tamara LeRoy received a Folklore Program Summer Award “to support field research toward creation of exhibition materials for the River Road Elementary / El Camino del Rio school.” ■

**Recent Books in Latino/a & Latin American Studies**

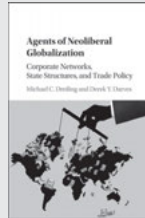


**How Development Projects Persist: Everyday Negotiations with Guatemalan NGOs**, by Erin Beck, Assistant Professor, Political Science (Duke University Press, May 2017, 280 pages). This book “examines microfinance NGOs working in Guatemala and problematizes the accepted wisdom of how NGOs function. Drawing on twenty months of ethnographic fieldwork, [Beck] shows how development models and plans become entangled in the relationships among local actors in ways that alter what they are, how and the conditions of their persistence.”—from the publisher



**Marriage Vows and Racial Choices**, by Jessica Vasquez-Tokos, Associate Professor, Sociology (Russell Sage Foundation, Feb. 2017, 388 pages). “Choosing whom to marry involves more than emotion, as racial politics, cultural mores, and local demographics all shape romantic choices. In *Marriage Vows and Racial Choices*, sociologist Jessica Vasquez-Tokos explores the decisions of Latinos who marry either within or outside of their racial and ethnic groups. Drawing from in-depth interviews with nearly 50 couples, she examines their marital choices and how these unions influence their identities as Americans.”—from the publisher

**Agents of Neoliberal Globalization: Corporate Networks, State Structures, and Trade Policy**, by Michael Dreiling, Professor, Sociology, and Derek Y.



**Darves (Cambridge University Press, October 2016, 296 pages)**. “Depictions of globalization commonly recite a story of a market unleashed, bringing Big Macs and iPhones to all corners of the world. Human society appears as a passive observer to a busy revolution of an invisible global market, paradoxically unfolding by its own energy. Sometimes, this market is thought to be unleashed by politicians working on the surface of an autonomous state. This book rejects both perspectives and provides an analytically rich alternative to conventional approaches to globalization.”—from the publisher



**Homeless Tongues: Poetry and Languages of the Sephardic Diaspora**, by Monique Balbuena, Associate Professor, Clark Honors College (Stanford University Press, 2016, 256 pages). “This book examines a group of multicultural Jewish poets to address the issue of multilingualism within a context of minor languages and literatures, nationalism, and diaspora. It introduces three writers working in minor or threatened languages who challenge the usual consensus of Jewish literature: Algerian Sadia Lévy, Israeli Margalit Matitiah, and Argentine Juan Gelman.”—from the publisher

**Book chapters and recent journal articles by affiliated faculty**

For descriptions of recent journal articles written by CLLAS-affiliated faculty and graduate students, in keeping with the CLLAS mission, go to: [clas.uoregon.edu/research/journal-articles-2/](http://clas.uoregon.edu/research/journal-articles-2/)

## THE PRICE OF PROGRESS: GUATEMALA AND THE UNITED STATES IN THE 1960S

*How the idealism of the Alliance for Progress gave way to the realities of Cold War confrontation in Guatemala*

by John Bedan, PhD candidate, Department of History

Shortly after taking office in 1961, John F. Kennedy announced to the world that the United States would invest in an ambitious new partnership with the countries of Latin America: the Alliance for Progress. The program, greeted with considerable fanfare from Latin Americans, promised to develop the region's economic and political institutions as a ward against communism. Seven years later, Deputy Chief of Mission to Guatemala, Viron Vaky, charged that the policies of the United States condoned and encouraged state terrorism. Over the course of the 1960s, the aid money that President Kennedy claimed would build schools and hospitals funded the people who burned them to the ground.

My research reconstructs how the Guatemalan state transformed during the Alliance for Progress era (1961-1969). Economic exploitation and military intervention had created perpetual crises in Guatemala by the time Kennedy launched the Alliance, and his administration hoped to blunt the lure of communism with economic development programs and political reform. Despite these goals, President Kennedy and his successor, Lyndon Johnson, instead facilitated the militarization of Guatemalan society. When challenged by the revolutionary movements inspired by Castro's Cuba, the idealism of the Alliance for Progress gave way to anti-communist dogma and the harsh realities of Cold War Guatemala.

Thanks to funding from CLLAS, I was able to conduct extensive research at the University of Texas at Austin. The campus hosts both the Lyndon B. Johnson Presidential Library and the Benson Latin America Collection. These two repositories hold a wealth of sources that permitted a glimpse into very different perspectives on the events that unfolded in Guatemala during the 1960s. The tens of thousands of interagency memos, daily briefs, intelligence reports, and personal notes held at the Johnson Library reveal the inner workings of a behemoth organization: the Executive Office of the President of the United States. The documents contained within the Benson Collection offer an altogether different vantage point for evaluating U.S.-Guatemalan relations. Under the heading "Revolution and Counterrevolution in Guatemala: 1944-1963," the Benson Collection has gathered nearly 3,000 political publications widely circulated in Guatemala during this tumultuous period. The variety of manifestos, satirical cartoons, party pamphlets, and other forms of "street literature" provided the rare opportunity to examine how Guatemalan power-contenders framed issues and attempted to gain popular support. Accessing these two archives has greatly enriched the quality, depth, and scope of my dissertation.

Two moments in Guatemalan politics anchor my study of the clash between incompatible approaches to foreign relations: the overthrow of President Miguel Ydigoras in 1963 and the 1966 election and presidency of Julio Cesar Mendez Montenegro. Communist Cuba defied U.S. hegemony in the Western Hemisphere and Kennedy sought to counter revolution with reform under the direction of the Alliance for Progress. The humiliating failure of the Bay of Pigs invasion (1961) and the nearly apocalyptic Cuban Missile Crisis (1962) hardened the Kennedy administration attitude toward Latin American leftists. When Juan Jose Arevalo, a former president of Guatemala with a record of left-leaning reform, announced he would run for re-election, Kennedy and his team feared that he would take Guatemala down the same path as Cuba. The Kennedy administration decided on preventative action in March 1963, when it undermined Alliance for Progress principles by allowing the Guatemalan military to overthrow the constitutional government of President Miguel Ydigoras in order to cancel the upcoming elections. Arevalo, a supporter of the Alliance for Progress, was forced to flee Guatemala. Moreover, during Kennedy's tenure in office, the United



Political flier / the Benson Collection.

States empowered leaders within the Guatemalan Armed Forces who used economic and military aid to consolidate their stranglehold over the state.

The summer research award from CLLAS allowed me to expand my project beyond the Kennedy years and explore the full trajectory of the Alliance for Progress era. When the military finally agreed to permit elections in 1966, President Johnson hailed the victory of the new civilian president, Julio Cesar Mendez Montenegro, as an achievement of the Alliance for Progress. Although Mendez Montenegro won the election, the military maintained its control over the state and forced the hostage-president to grant it total autonomy. Under the guise of a legitimate civilian government, the power of high-ranking officers swelled during a renewed campaign against a growing guerilla resistance movement. By the end of the Alliance for Progress in 1969, the leaders of the Guatemalan Armed Forces, glutted on U.S. aid, emerged as a distinct socioeconomic class that exercised de facto sovereignty over the country. Guatemala had become a sinister inversion of everything the Alliance for Progress had originally promised.

The history of U.S.-Guatemalan relations during the Alliance for Progress offers a cautionary tale of missed opportunity and tragic consequence. Instead of embracing popular leaders who supported the Alliance, the United States colluded with authoritarian commanders within the Guatemalan military and facilitated their ascent to power. Ultimately, the policy decisions made during the 1960s failed to counter communist opposition and enabled the Guatemalan military-government to go on to commit genocide in the 1980s as part of its U.S.-sponsored counterinsurgency program. ■

—John Bedan is a doctoral candidate in the Department of History. He earned his MA in history from UO in 2013 and his BA in philosophy from Hanover College in 2009. His dissertation on U.S.-Guatemalan relations, "The Price of Progress: Guatemala, the United States, and the Alliance for Progress," reflects his interests in imperialism, foreign relations, and the history of the Cold War. His research has been supported by CLLAS, and the Kennedy and Johnson Presidential Libraries.

### 2017-18 CLLAS Graduate Student Grant Projects

**"Developing a Disability Legal Consciousness: Racism and Ableism in Special Education Advocacy."** Katie Warden, Department of Sociology.

**"Intergenerational Perceptions and Experiences Related to Acculturation among Latina/o High School Language Brokers in Oregon."** Angel Dorantes, Department of Education Studies.

**"The Receptacle of Ellipsis and Fragmentation: the Plural Acts of Deference of Arantza Cazalis Shuey and Aurora de Albornoz."** Nagore Sedano, Department of Romance Languages.

### 2017-18 CLLAS Faculty / Collaborative Grant Project

**"Protecting Undocumented Communities in the Trump Era: Understanding Motivations to Welcome and to Reject Immigrant Communities."** Kristin Yarris, assistant professor, and K. Schmidt Murillo and Brenda Garcia Millan, graduate students, Department of International Studies; and community organization Centro LatinoAmericano.

For project descriptions: <http://clas.uoregon.edu/grant-opportunities/2017-grant-recipients/>

## INDIGENOUS ADAPTATION TO MINING-RELATED INFRASTRUCTURE IN THE AMAZON RAIN FOREST OF ECUADOR

by María Belén Noroña, PhD candidate, Department of Geography

**M**y research studies how indigenous populations adapt their ways of living, also known as livelihoods, to the expansion of mining-related infrastructure, such as gold and oil, while struggling to keep access and control over territory in the Amazon region of Ecuador. Adaptation occurs as national economic interests undermine indigenous traditional rights over territories and resources. Local opposition has intensified as extraction has increased in the last 10 years, and communities have become concerned by the repression and the criminalizing of protests. In fact, top-down policies that include unequal terms of negotiation and forceful removal of communities have left people with no other option than to be better prepared for any of these scenarios.

Last summer, I worked with two Kichwa communities, one that holds titles and one that does not hold titles to the land, both resisting oil and gold pressures respectively. Understanding adaptation trends is particularly important given that an average of 250,000 Kichwas in the region (INEN, Census 2010) will likely undergo similar changes in the near future, in which the ability to adjust to these developments in their own terms will be decisive for their survival.

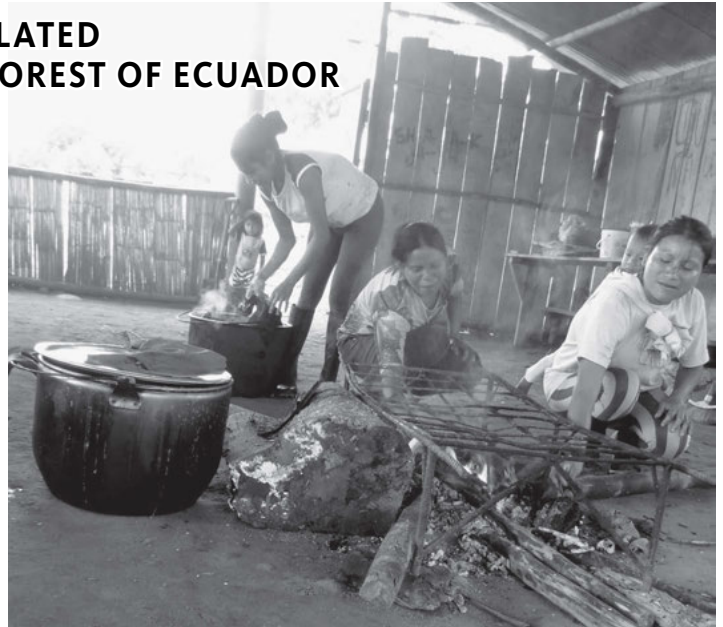
Using research methodologies such as participatory mapping, soundscapes, and photo-ethnography, I gathered qualitative information that not only allowed me to get insights on adaptation but also to discover how academia and applied research intersect in ways that affect theoretical production and affect grassroots strategies at the community level.



*Kichwa women and child, with researcher Belén Noroña, second from right.*

My preliminary findings show that socio-spatial relations based on reciprocity and solidarity are central for livelihoods still dependent on forest resources and agriculture. Strong communitarian ties generate economies that although directly dependent on land could survive in its partial or total absence for a period of time. The ability to act as a community and to rely on internal and external networks improves the communities' chances of avoiding fragmentation, emigrational trends, and poverty.

Local understandings of land are based on nurturing networks that include land, symbolic forest resources such as the cassava and certain forest lianas, other indigenous communities and external allies such as educators, scholars, NGOs and art organizations, among others. These individuals and groups have been working with the community in ways that empower political organization while avoiding being identified as political actors opposing extractivism.



*Kichwa women cooking for community members engaged in communal work.*

Participatory methods have allowed the community to visualize the importance of reciprocity and solidarity, and clarified the indigenous relationship to land, allowing community members to strategize better in case a forceful removal of the population takes place. On the theoretical side, indigenous views of territories as nurturing networks challenge current understandings of indigenous territoriality as fixed spaces delimited by borders.

A second aspect of my findings shows that communities that hold titles for the land, such as the second community I worked with, negotiated oil extractive compensations through small cash payments and the building of modernizing infrastructure aimed to “upgrade living conditions up to city standards.” Resistance to modernization is seen in the decision of families and the community to not use infrastructure for the purposes it was built for; instead, the community finds useful but selective uses for infrastructure, thereby rejecting modernization. On the other hand, families are increasingly taking advantage of the growing public transport along the Napo River, which connects families with markets and cities and increases the time male members spend engaged in wage labor in nearby centers, affecting local consumption.

The methodologies I used deserve also a few lines; methods such as soundscapes have allowed me to understand how indigenous populations diagnose the health of their territory and resources as mining companies increase their presence. Indigenous people actively listen to the forest to predict rain, biodiversity, and spirits of the forest, for example. In recent years, listening to the forest has brought new sounds that include machinery, high-speed motors on large rivers, sounds related to wells pumping and the arrival of police and militarized forces. Indigenous systems of communication include early emergency notifications among community members using horns that communicate a wide range of meanings.

Finally, preliminary research has allowed me to submit a paper for publication to the *Journal of Latin American Geography* (paper under revision). And I will be going back to the field to complete my doctoral research with a Fulbright-Hays grant from June–December 2017. CLLAS, Global Oregon, and the Conference of Latin American Geographers have supported my preliminary research through the last two years. ■

—María Belén Noroña is a Ph.D candidate and graduate teaching fellow in the UO Department of Geography,

**LATINO ROOTS, cont. from page 1**

**Emily Masucci: Documentary Synopsis of *Bené***

In *Bené*, Maria “Bené” Santos offers reflections on her lifelong journey as an educator, which brought her from São Luís do Maranhão, a city in the northeast of Brazil, to Eugene. Today Bené works as a Portuguese lecturer in the UO Department of Romance Languages, but her interest in education extends far into her childhood. As a young girl, Bené emulated her teachers, lining up her dolls into rows and using a small chalkboard to instruct them. This documentary explores themes of identity, immigration, and perseverance through Bené’s testimony about the problematic and difficult moments she experienced as a student and an educator in the United States. Her reflections highlight the dual identity that she embodies—traveling and living in both the U.S. and Brazil—and the (dis)connections that have come about as a result.

**Reflections on class:** Participating in Latino Roots has been a truly meaningful experience, both intellectually and personally. I deeply appreciate this opportunity to work on such a timely and important topic, as well as develop further my ethnographic and technical research skills. I am proud to have contributed to an archive that so profoundly explores the diverse contributions that individuals of Latin American descent have made to our Oregon community.

—Producer Emily Masucci is a first-year graduate



Seated at her computer, Emily Masucci shows a cut from her documentary while others give feedback. From left: Prof. Gabriela Martínez, with students Timothy Herrera and Hannah Storm. Masucci and Herrera are both 2017-18 Tinker Grant awardees. See page 8 for a full list of award winners.

student in anthropology. Her research centers around indigenous women’s organizations and social movements in Brazil and considers the lived experiences and epistemologies that indigenous women draw on as they organize politically.

**Timothy Herrera: Documentary Synopsis of “*Xicana Identity*” 2017**

Being part of Latino Roots was an amazing experience because the class taught me about a large history of Oregon that often gets overlooked or ignored. The course provided an opportunity to learn interviewing, production, and editing skills that I will be able to use in the future as an anthropologist. For me, as a Xicano who just moved to Oregon, the most impactful part of the class is being able to

contribute to strengthening the Latino history in this state. My documentary “*Xicana Identity*” 2017, about Gloria Itzel Carbajal-Jaimes, is a story to which many people can relate. Her quote—“Just because I feel like I am a mixture of both my Mexican Heritage, but I am also American. Like, those are two identities that I cannot deny, so I definitely say I am a mixture of both”—is something that the 35 million Mexican-Americans living in the United States can connect with.

This film is about Gloria’s transborder journey from being born in Tejuipilco, Mexico, to being raised in Texas, to beginning her career in Oregon. She recounts how her experience of being raised in Austin, Texas, has shaped her identity and her goals for the future. She and her family have had to overcome adversity and hardships growing up, so her parents expressed to her the importance of education which has inspired her to continue to share its importance to the next generation of students. She is currently an educational assistant at an elementary school in Eugene, Oregon. The word identity, *Xicana*, showcases that she feels a strong connection with her dispossessed indigenous Mexican heritage as well as her American heritage, but represents aspects of both those identities.

—Timothy Herrera is a first-year graduate student in cultural anthropology. His research focuses on how local ethnobotany strategies in Latin America can explain how people’s relationship with the environment has changed, adapted, and been defended in relation to the effects of colonialism, and coloniality. ■

**2017 TEACHERS WORKSHOP  
Immigration Education: Curriculum on Undocumented Families**

*How do we present material about the situation of students and their families, who are not citizens, to a predominantly white audience of citizen students, staff, and faculty, and at the same time hold safe space for students who are not citizens and most likely not white?*

This was the guiding question of a teacher workshop taught by anthropology professor Lynn Stephen and Oregon Center for Educational Equity codirector Carmen Urbina on March 11. The workshop, supported by a grant from the Wayne Morse Center for Law and Politics, was coordinated by CLLAS.

High school educators from Churchill High School, Cottage Grove High School, North Clackamas High School, North Eugene High School, and Springfield High School participated in this workshop.

In addition to Dr. Lynn Stephen, UO faculty members Gabriela Martínez (SOJC), Ana Lara (anthropology), Claudia Holguin (Spanish Heritage Language Program, romance lan-



Carmen Urbina leads discussion at teacher’s workshop / photo by Cecilia Valdovinos.

guages), Ernesto Martínez (ethnic studies), and Michael Hames-García (ethnic studies) led panel discussions. One panel featured presentations of 15-20 minutes on a specific strategy or critical tool teachers have used in their classrooms to focus on developing compassion and understanding during facilitated conversation about the challenges that non-citizen people face in the United States.

These tools included the creation of an immigration timeline, teaching student media literacy, discussing immigration law history, teaching students the importance of being bilingual/multilingual and developing transcultural competence,

and using frameworks that manage backlash toward queer people of color.

The second panel discussion consisted of summarizing the things that were learned in the workshop, sharing ideas for implementing tool-use in the classroom, and discussing challenges in each school for implementing curriculum and activities.

All teachers and faculty members discussed their goals for achieving a better understanding of and practice in addressing what students in schools need to feel supported by the educators who interact with them on a daily basis.

All teachers were given a copy of the film *Sad/Happiness*, produced by Lynn Stephen and Sonia de la Cruz, which documents the story of one mixed status family in Oregon and the divisions and feelings in the extended family in Oregon and in Teotitlan del Valle, Mexico. By sharing this documentary to students in the classroom and to other educators, teachers can share the story of a family that may parallel the experiences of many of their students. ■

—reported by Cecilia C. Valdovinos, master’s student, School Psychology, Department of Special Education and Clinical Sciences and GE, CLLAS.

## DECOLONIZING KNOWLEDGE: Afro-Indigenous Women Healers in the Caribbean and Its Diasporas

by Professors Alai Reyes-Santos and Ana-Maurine Lara

Last September, with support from CLLAS funding, we began interviewing Afro-indigenous women healers in the Dominican Republic. These initial interviews are part of what we envision as a 10-year project that documents Afro-indigenous healing traditions kept and/or recovered by women from the Spanish-speaking Caribbean and U.S. Latinx Caribbean communities.

On a very humid morning, we drove to the outskirts of the city of Santo Domingo and met Iya Abbebe Oshun. Throughout the day, she and her family shared coffee, food, and stories about her life as a healer in the Dominican Republic. Iya Abbebe Oshun migrated from Cuba to the Dominican Republic in 2001. Originally she mostly worked as a journalist. But eventually her healing work as a priestess of Regla de Asha—an Afro-Caribbean spiritual tradition—turned her home into an *ilé* (religious house). Here, a transnational community of people gathers almost every day. They come seeking healing and/or to be trained as healers. As she spoke with us, it became evident that aside from responding to the calls of her spirits and *orishas*, “darle valor a la mujer,” (empowering women) was one of the concerns that moved her to commit full-time to her healing work.

She shared with us memories of accompanying women to healing from abuse and violence. Using various healing modalities, including mediumship and divination with the orishas, she worked to affirm women’s capacities to care for themselves, reach their human potential, and care for their families and communities. Migrants and people living across multiple diasporas have also found a home there. Russians, Puerto Ricans, Hondurans, Peruvians, U.S. Latinxs, African Americans, as well as Dominicans and Cubans, can be found in her house at any point. And, LGBT, queer, gender-nonconforming and trans-people have also made the *ilé* into their home, requiring her engagement with the meaning of gender in Afro-Caribbean life and spiritual practices.

The following week we went into the countryside, to a rural community in the mountainous region of the San Cristobal province. San Cristobal is known as a historically (*marrón*) community where people practice indigenous, Afro, and Afro-indigenous healing forms. There we met with Doña Adela and her husband,



Above: La Virgen de los Remedios. • Below left: A nopal plant in San Cristobal, Dominican Republic / photos provided by the authors.

Don Fidelio. This couple is a bastion for the local community. Their family belongs to the local agrarian cooperative, known as a *convite*. And their home is open to anybody showing up with an illness any time of the day. During our visit and interviews, people kept stopping by to check if they could bring a family member who was ill later or to pick up a *remedio* (herbal remedy) that had been prepared earlier.

Doña Adela shared with us the medicinal values of many plants in her own garden. We were introduced to the vast pharmacopeia of this region, where medicinal plants dwell alongside and within orchard forests. Doña Adela’s capacity to work with the plants is sustained through her devotion and communal pilgrimages to visit La Virgen de los Remedios in the southern provinces of the Dominican Republic. Likewise, Don Fidelio taught us *santiguos* (medicinal prayers) to cure people of dangerous spider bites, and spoke to us not only of treatments he had carried out, but also of those he had received. They also drew our attention to the community’s celebration of the *indios* in the caves where the *palo* musicians, led by Don Fidelio, play the drums and where Doña Adela leads ceremonies with other healers. These ceremonies serve to mediate the interactions between people in this world and the world of the spirits.

These encounters made it clear to us that these women healers, both elders, play important roles in the well-being of their communities. They are recognized as empowered women even in contexts where Western European medicinal models, development projects, and narratives of indigenous genocide and anti-black racism dismiss their healing work as superstition. Their willingness to share their stories and knowledge came from their understanding that new generations must carry their people’s healing traditions forward.

Now we are meeting Afro-indigenous women healers in the Diaspora—in the Southwest, and in the Pacific Northwest. We are looking to document how a new landscape and migratory experience impacts their healing work, as well as the role it plays in their communities. And we hope to create educational spaces where their knowledge is valued and honored so far away from home. ■

—Alai Reyes-Santos, Associate Professor, Department of Ethnic Studies, and Ana-Maurine Lara, Assistant Professor, Department of Anthropology, were funded in part by a CLLAS Faculty / Collaborative Research Grant.





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To book the Latino Roots traveling exhibit, provide feedback, or brainstorm ideas about how you or your organization can utilize the project, please contact Latino Roots Project Coordinator Tamara LeRoy at [cllas@uoregon.edu](mailto:cllas@uoregon.edu).

## 1st Year Tinker Foundation Grants

CLLAS awarded its first Tinker Field Research Grants to seven graduate students this spring, after the Board of Directors of the Tinker Foundation approved a matching grant of \$10,000—renewable for three years—to the University of Oregon to initiate a Tinker Field Research Grants Program within the Center for Latino/a & Latin American Studies. Thanks to matching funds from the UO Office of Academic Affairs and the Graduate School, CLLAS will have \$20,000 available each of three years to sponsor graduate student research.

The Tinker Field Research Grants are open to students across all academic disciplines and graduate degree programs to assist master's and doctoral students with travel and field-related expenses for brief periods of field research in Latin America.

CLLAS interim director Gabriela Martínez noted: "This grant recognizes the growth and strength of CLLAS as a research center that with very limited resources has been promoting and funding excellent graduate student and faculty research. The grant will serve as seed money to enhance CLLAS's support for graduate student research in Latin America."

## 2017 - 2018 RECIPIENTS

**"Uses of the Copal Tree in Zapotec Oaxaca: Ritual and Economy."** Timothy Herrera, Department of Anthropology.

**"Gender, Indigeneity, and Activism: An Intergenerational Look at Indigenous Women's Organizing in Manaus, Brazil."** Emily Masucci, Department of Anthropology.

**"Transit Cities and Migrant Incorporation: The Haitian Crisis in Tijuana."** Brenda Garcia Millan, Department of International Studies.

**"Neoliberalism, "Globalization" and Its Alternative: A Parallel Internationalism."** Eli Portella, Department of Philosophy.

**"Indigenous Community Responses to Extractivism in the Bolivian Lowlands."** Evan Shenkin, Department of Sociology.

**"Decolonial bodies: La Entrada Folclórica del Gran Poder in Bolivia."** Javier Velasco, Department of Romance Languages.

**"The Genealogy and Poetics of Betrayal in H.G. Oesterheld."** Yosa Vidal-Collados, Department of Romance Languages. ■

**Descriptions of projects:** For descriptions of each of these projects, go to: <http://cllas.uoregon.edu/grant-opportunities/2017-grant-recipients/>



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