



Center for Latino/a and Latin American Studies

University of Oregon

CLLAS Notes

CLLAS Newsletter Vol. 5 Issue 1

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Winter 2014

From the Directors

As 2013 winds down we are excited to share with you our new action-oriented CLLAS projects. In collaboration with our advisory board, we organized four Research Action Projects, which capture some of our important ongoing work but also signal some exciting new areas we will be developing with faculty, students, and community members in the future.

CLLAS Research Action Projects, or RAPs, offer UO faculty, students, and community members a forum for intellectual collaboration across disciplinary boundaries and the chance to create intellectual community outside of their departments and units. RAPs also offer a chance to collectively imagine and design research projects, develop grant proposals, and produce relevant

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News & Update

UO publication about police archives in Guatemala featured in *The New York Review of Books*

In his article "Glimmers of Hope in Guatemala," published on the website of *The New York Review of Books* and in the print edition on December 5, 2013, writer Stephen Kinzer talks about his experience visiting the police archives in Guatemala—and he cites *From Silence to Memory: Revelations of the Archivo Histórico de la Policía Nacional*, a new book published recently by University of Oregon Libraries (476 pp.) and available at scholarsbank.uoregon.edu. The book, a translation of a Spanish-language report on the archives, was translated into English by Carlos Aguirre—a CLLAS board member, professor of history, and director of the UO Latin American Studies Program—and Kate Doyle.



In 2005, a massive amount of documentation belonging to the former Guatemalan National Police was discovered. The archive contained

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Left: Students and staff at the summer teacher's institute, "Understanding the Many Faces of Latin America through Art and History: Race, Ethnicity, and Nationalism," on the UO campus last June. • Right: Artist Itandehui Franco Ortiz (front) worked with public school teachers to pass along new ways of communicating with their students through art / photos by Jack Liu.



Summer Teacher's Institute: "Understanding the Many Faces of Latin America through Art and History: Race, Ethnicity, and Nationalism"

A summer teacher's institute held June 23-28, 2013, brought together 15 public school teachers with several artists, UO faculty, staff, and graduate students to explore themes of race and ethnicity and offer ways to better engage students through teaching them themes from Latin American and Latino Studies.

Spearheaded by CLLAS and the Latin American Studies Program, and directed by anthropology professor Lynn Stephen, the institute provided workshops in which participating teachers were able to interact directly with experts in Latin American Studies, who offered updated information from their own research. Much of the Latin American and Latino history curriculum taught in schools comes from sources where the research is decades old, according to Stephen. "For example, 30 percent of the population of Latin America is Afro-descendant, but most textbooks mention little to nothing about this part of history," she says.

Itandehui Franco Ortiz, an artist from the state of Oaxaca, Mexico, ran daily workshops and gave a lecture. Ortiz offered a workshop on how art images of Mexican social movements can be linked to a wide range of issues, including human rights, women's rights, indigenous rights, youth movements, food security, and education.

The institute was designed to help teachers bring indigenous and Afro-descendent concepts and ways of seeing the world into their classrooms. A commit-

tee of art, Latin American Studies, and education experts specifically chose the 15 participating teachers of Spanish, Spanish literature, English, visual art, special education, drama, science, math and social science to attend the institute.

Participating UO instructors Lynn Stephen (Anthropology), Gabriela Martínez (Journalism and Communication), Stephanie Wood (Wired Humanities Projects, School of Education), Simone Da Silva (Romance Languages) and Roberto Arroyo (Romance Languages, Willamette University) lectured on "Race and Colonialism in the Caribbean and Brazil," "African Diasporas and Nationalism in Latin America," "Indigenous Identities and Histories in the Andes," "Mestizaje and Nationalism in the Andes," "Indigenous Identities and Histories in Mexico: 1400-1800," "Mestizaje in Mexican Art and Culture," "Transnational Currents in Latin American Arts: Mexico and Cuba" and "The Role of Art in Chile's Movement to Find the Disappeared." Instructors included Merrill Watrous (K-12 Teacher Education Faculty, Lane Community College), June Koehler (Assistant Curator, Jordan Schnitzer Museum of Art), Lisa Albia-Smith (Director of Educational Outreach, JSMA), and Arthurina Fears (Museum Educator for K-12 and Studio Programs), and Erin Bucklew (curriculum specialist and teacher). The instructors developed a unique focus for each day to coordinate lecture themes with specific art objects and art production techniques.—*article based on reporting by UO Office of Strategic Communications*



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publications and research products such as research reports, peer-reviewed articles, books, and multimedia presentations. The "Action" part of RAPS is meant to inspire project participants to think outside the box and actively engage their research results in innovative ways that have social impact inside and outside the academy. CLLAS currently has four RAPs that engage groups of faculty as their core participants.

Afro-Descendant and Indigenous Peoples in the Americas: This research group focuses on historical and contemporary issues of concern to Afro-Descendant and Indigenous Peoples with origins in Latin America and the Caribbean but living in diaspora throughout the Americas. The exciting new fields of Afro-Latino and Afro-Descendant Latin American Studies along with recent work on indigenous migrations and settlement in the Americas form the intellectual core of this project. The members of this RAP are particularly interested in cultural production.

Advancing Latino Equity in Oregon: This research action group includes scholars who want to use their research to create positive social change in marginalized Latino Oregon communities. Research is focused on improving the social conditions marginalized Latinos face in Oregon. This group studies the history of Latino growth in the state and conducts research analyzing the structural barriers and opportunities Latinos face in Oregon.

Human Rights and Social Memory in Latin America: This project seeks to generate collaborative research projects focused on the area of human rights and social memory. Currently, the primary project in this RAP is titled "Preventing Further Genocide in Guatemala and Beyond." A faculty team is implementing a series of projects related to human rights and the prevention of violence in Guatemala. These projects include educational initiatives for UO faculty and students, Oregon teachers, and Guatemalan educators and human rights advocates.

Latino History: The UO has significant resources relating to the important and emerging Latino history in the state of Oregon and elsewhere in the western United States. This RAP brings together the Latino Roots in Oregon project, The PCUN-UO Partnership, and the Oregon Latino Heritage Project to partner with schools, community organizations, libraries, and other public venues to make resources in Latino History available to a broad public audience. The RAP also encourages others to create their own Latino history projects and archives.

With these new RAPS as well as professional development activities on grant writing, book and article publishing, and our ongoing events, we look forward to an exciting 2014. We wish you and yours a wonderful new year.

Saludos, Lynn Stephen, Director, CLLAS; Distinguished Professor, Department of Anthropology; and Gerardo Sandoval, Associate Director, CLLAS; Assistant Professor, Department of Planning, Public Policy, and Management

Grammy-Nominated Band Draws Praise

When *Nortec Collective Presents: Bostich + Fussible* visited Eugene in November, they did more than entertain 400 people. One of the biggest names of Mexican contemporary music also brought a sense of cultural pride to UO's Latino/a students and the regional Latino community. Public school students and community members from as far away as Wenatchee, Wash., gathered at the McDonald Theatre in downtown Eugene to listen to this three-time Grammy-nominated band from Tijuana in its first ever appearance in the Pacific Northwest. Band members also spoke on campus in a visit cosponsored by CLLAS and more than 20 other UO entities. Organized by UO professor Edward Olivos (Education), who characterized the band's visit as "historic," the band drew praise from its audience, including this comment:

"As a first generation Latina student at the university, it was refreshing to be in a space like the one created by Nortec, where the diversification of Mexican/ Latin@ identities is celebrated. Numerous times have I seen the way academics romanticize my culture—being 'Mexican' consists of sombreros and beautiful folkloric dresses. Don't get me wrong, I take pride in our beautiful traditions but find myself frustrated at times by the iconification that gets perpetuated through these intents. Nortec was the opposite of that. It reminded us that the mixture of our cultures is inevitable, and it was nice to see that some of the UO community recognized that."



CLLAS NEWSLETTER

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OUR MISSION

CLLAS puts the study of Latino/a and Latin American communities in conversation with one another and with the state of Oregon. A knowledge center dedicated to public access and excellence through the integration of teaching, research, community engagement and dissemination, CLLAS is an integral part of the UO's strategy to recruit, retain, and build alumnae relations with a diverse and energized group of students, faculty, staff, parents, and families and to connect the university locally, nationally, and globally. CLLAS facilitates collaborative research, scholarship, intellectual community, and community outreach focused on Latin America and U.S. Latino/a populations.

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information on systematic human rights violations committed during the country's civil war from 1960 to 1996.

These same archives were the subject of "From Silence to Memory: Archives and Human Rights in Guatemala and Beyond," a symposium that took place October 24 on the UO campus. The symposium featured the release of a new documentary by Gabriela Martínez—*Keep Your Eyes on Guatemala*—and of the book translated by Aguirre and Doyle.



The translation and film are the result of a collaboration between academic units at the UO and Guatemala's Archivo Histórico de la Policía Nacional (AHPN). With funding support from the Network Startup Resource Center (NSRC), and other campus units, Carlos Aguirre and Gabriela Martínez (associate professor, UO School of Journalism and Communication), headed up the projects for UO.

UO Celebrates "Latino Roots"

Dagoberto Morales grew up poor in Michoacán, Mexico, although he didn't know it. Everyone was poor. He migrated to the United States and settled in Medford, where he became an activist and community organizer. He founded a farm workers organization, Unete, now 16 years old. In a video on his life, he is asked, "how would you describe your experience as an organizer?"

"There are some things that can't be described," Morales responds. "You will need to experience it in order to feel that emotion."

It's rich observations such as this that provide the power of *Latino Roots* in Oregon, a multi-faceted collaboration between the University of Oregon and partners to honor and preserve the state's Latino heritage. The project was celebrated June 6 in the Knight Library, with university President Michael Gottfredson and others recognizing the Latino journey and the work still to be done.

The *Latino Roots* in Oregon project includes a traveling exhibit and booklet on seven immigrant families, video documentaries, a website, digital archive and university classes. All materials are bilingual in Spanish and English. The project is administered through CLLAS.

The event showcased short documentaries such as the Morales piece, created by undergraduate, graduate, and doctoral students in the *Latino Roots* course taught by journalism professor Gabriela Martínez and anthropology professor Lynn Stephen.

While the dominant historical narrative for Oregon has centered on the Anglo-American pioneer experience, the university course broadens the historical narrative through studying, theorizing, and documenting the depth and breadth of Latino and Latin American immigration, settlement, social movements, and civic and political integration in the state during the 20th century.

Speaking to a crowd of about 100 in the library Browsing Room, Martínez said the course "is a key to helping us all rethink this state and its history. Each person who shares his or her story provides a world of information. The *Latino Roots* course liberates students to engage with community members who are willing to share their migratory stories."

The project exemplifies the university's commitment to building a student body consistent with the state's demographics, Gottfredson told the audience. There are about 1,600 UO students of Hispanic, Latino or Chicano ethnicity—about 6 percent of the student body. The state's Hispanic or Latino population is about 12 percent.

"Since 2000, the Latino population at the university has tripled—



UO president Michael Gottfredson speaks with PCUN president Raoul Ramirez at the June 6, 2013, *Latino Roots Celebration* at the UO Knight Library. UO Libraries Special Collections and University Archives houses the PCUN papers.

that's a great statistic," Gottfredson said. "Our goal is to make sure the university keeps its doors open wide to the students of the future."

That goal has become more realistic with Gov. John Kitzhaber's recent signing of a tuition equity bill, championed by the university, which makes some undocumented students eligible for in-state tuition.

Ramón Ramirez, president of Pineros y Campesinos Unidos del Noroeste (PCUN), Oregon's farm-worker union, attended the *Latino Roots* celebration and expressed "sincere gratitude" for the efforts of the university and its students to win passage of the bill.

The struggle for tuition equity was begun a decade ago by undocumented students who advocated in Salem fully aware that they would not enjoy the fruits of their labor, Ramirez said. He encouraged the young documentarians to train their video cameras on them. "They knew that they were the ultimate sacrifice," Ramirez said. "Their struggle was not for them but for their brothers and sisters."

Perhaps Ramirez's suggestion will resonate with Monserrat Alegria, a junior from Guadalajara whose experience in the *Latino Roots* course has inspired her to consider focusing on documentary production. Alegria, who created the Morales video, told the audience that as a Latina, she knows all too well how it feels to have someone else tell her story. They assume that people all migrate for

the same reasons and do it the same way, she said.

In the *Latino Roots* course, Alegria has developed the skills to enable Latinos to speak for themselves. "As a journalist, my goal is to give a voice to those who don't usually get to tell their stories," she said. "Every single person has a different story to tell."—*story by UO Office of Strategic Communications*

Mogart Named LULAC Chair

At its October council meeting, the League of United Latin American Citizens (LULAC) of Lane County installed Silverio Anthony Mogart as its Civil Rights and Legal Redress Chair. LULAC council president Juan Carlos Valle noted that the "basic program of LULAC is to fight discrimination based on race, ethnicity, or national origin. The approach will be of both collaboration, and awareness to address issues of discrimination and marginalization against the population the council serves."

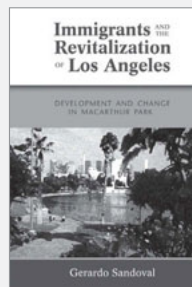
Said Mogart in accepting the position: "It is our sincere hope and desire to make our community a safer place through this work." Mogart, a CLLAS board member, spoke about the unique challenges and opportunities for LULAC to work toward fully addressing the organization's priority of education discrimination and civil rights violations. He noted also the importance of tackling issues of employment, voting rights, administration of justice, housing, immigration, and lending practices. ■

RECENT BOOKS IN LATINO/A AND LATIN AMERICAN STUDIES

Immigrants and the Revitalization of Los Angeles: Development and Change in MacArthur Park (Cambria Press)

CLLAS associate director Gerardo Sandoval's new book was selected for honorable mention for the 2013 Paul Davidoff Book Award from 21 nominated books. The Davidoff Award is one of the most prestigious awards in the academic planning field and is presented biennially by the Association of Collegiate Schools of Planning. The award recognizes an outstanding book promoting participatory planning and positive social change while reflecting core values of Paul Davidoff, a respected activist academic of modern city planning.

Sandoval is an assistant professor in the Department of Planning, Public Policy and Management. His research focuses on the roles of immigrants in community regeneration, the responses of governments to the presence of immigrants, and the ways that transnational relationships shape spaces that immigrants inhabit. MacArthur Park is a low-income immigrant community in Los Angeles, California. Although plagued by crime and violence well into the 1990s, it was able to turn a large-scale redevelopment plan to its advantage. Sandoval's book describes and analyzes how that unusual result came about. — based on a PPPM website report



We Are the Face of Oaxaca: Testimony and Social Movements, by Lynn Stephen (Duke University Press, 2013)

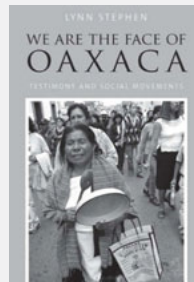
When UO anthropology professor and CLLAS director Lynn Stephen traveled to Oaxaca, Mexico, in 2006 with a research team of UO students and faculty, they were prepared to forge links with women's organizations and did not know they would be arriving in the midst of a social uprising. The uprising turned out to be one of the most significant social movements in recent memory in contemporary Mexico, and led Dr. Stephen into a lengthy research project that culminated in this book. It is Duke's first book with integral digital video and photographic content and was published in paper and as an e-book with a website of accompanying digital material created and hosted by UO Libraries and directly accessible through links in the e-book. The website (<http://faceofaoaxaca.uoregon.edu/introduction>) provides additional information to support the book and is available in both Spanish and English.

"As I moved into the third year of interviewing and recording testimonies, I realized that the form of providing testimony—of witnessing, or retelling events and experiences of 2006—was a visceral and emotional experience for everyone I talked with," Stephen said. She immersed herself time and again in the narratives, ones from radio broadcasts and video recordings of public events, and those she gathered by herself or with a team, observing the forms changing through multiple channels of transmission. "I was observing a form of knowledge production that drew from oral archives of knowledge and then reproduced them in conjunction with written and visual forms. This knowledge production is fundamental to social movements and processes of participatory governance in indigenous and other communities," she said.

Identity: Beyond Tradition and McWorld Neoliberalism, coedited by Brian Michael Goss and Christopher Chávez (Cambridge Scholars Publishing, 2013).

"The first section examines the intersection of identity and mass media; to wit, non-ascriptive ideological interpolation in a right-wing British broadsheet, the rise of beur cinema as an organically European movement, and linguistic construction of foreigners in a Thai novel. The second section examines the nation and trans-nation. The discussion traverses the 'Global Latino' in advertising discourse, the (practical, theoretical) conundrums inscribed in the European Union, retorts to the global construction of Italianity, implications of Spain's World Cup triumph in 2010 for the nation's unity, and the activism of expatriate Iranian bloggers. The third section of the book addresses social approaches to identity. Matchmakers who coach Israeli daters and a linguistic analysis of female teen conflict on Facebook conclude the trajectory through global sites at which identity is animated in practice, within a volume of scholarly originality grounded in the present moment." —from the publisher.

Christopher Chávez is an assistant professor in the UO School of Journalism and Communication and a member of the CLLAS Advisory Board. ■



CLLAS and the Sustainable Cities Initiative Collaborate to Create Spaces of Civic Engagement in Medford, Oregon

—by Gerardo Sandoval, Associate Director, CLLAS, and Assistant Professor, UO Department of Planning, Public Policy, and Management, and Roanel Herrera, master's student in Community Planning (PPPM)

September 28, 2013—As part of the Sustainable Cities Initiative and in collaboration with CLLAS, the University of Oregon worked with city officials of Medford to outreach to the Latino marginalized community. Professor Gerardo Sandoval (PPPM) invited James Rojas, an MIT-trained planner and public participation consultant, to host a model-building workshop in Medford and engage the public in the planning and urban design process at Medford's multicultural fair.

The city's annual Greater Medford Multicultural Fair is generally attended by thousands of visitors. Since Mr. Rojas's collaborative planning method is designed to be bottom-up, non-threatening, non-coercive and engaging, the fair seemed like an appropriate venue where the model-building approach of his workshops could be used as an effective community outreach tool. By building interactive models that people can manipulate, Mr. Rojas allows participants to translate conceptual planning ideas into physical forms. As a result, people learn the important roles planning and design play in shaping their community. Most importantly, however, Mr. Rojas's interactive models provide participants, many of whom are usually left out of the planning process, with an opportunity to share their vision in changing their community.

At the fair, the model was placed near a heavily traveled sidewalk, which helped to create a visual dialogue with pedestrians. As soon as people glanced at the model and the hundreds of tiny and colorful objects that were located on an adjacent table, they seemed to become curious about the large installation. A cross-section of people—from the mayor to children, to Pinero workers from Oaxaca, to community leaders—gravitated towards the six-foot model and provided their important input.

The model of downtown Medford was bound by Main and Jackson Streets. Hawthorne Park was placed at the center, which is where the multicultural fair took place. Bear Creek, which runs parallel to the park and has a great urban bike path, was covered by the I-5 freeway. Major streets, landmarks, and other geographical features were also added to visually define and create this section of Medford. The model, however, was created to serve as an art piece for creative thinking and not as a replica of the city.

Right away participants oriented themselves on the model with the help of street names, landmarks, and geographical features. They projected themselves into the model and generally asked

SUSTAINABLE CITIES, *continued from previous page*



Latino youth interact with James Rojas, front left, an MIT-trained planner and public participation consultant, during the model-building workshop in Medford.

questions like, “Where are we located on this map?,” “Where do I live?,” or “Where do I work?” Once people understood that they were allowed to personalize the model, they began interacting with it and started rearranging the pieces on the board. Mr. Rojas asked them to “redesign Medford” and discuss what they wanted to see in their neighborhoods or in the city.

Common themes that emerged from the participatory workshops included concerns such as safety and access to biking paths, access to public parks by the Latino community, and the need to build an inclusive community that promotes equal treatment and opportunity and eliminates all forms of discrimination. This is the second time Mr. Rojas has led participatory workshops with Dr. Sandoval in Oregon. Last year Mr. Rojas organized two workshops in Eugene/Springfield that were attended by 100 Latinos. At these workshops we learned that access to public spaces and especially parks were a key issue of concern to marginalized Latinos in the area. This lack of access relates to a lack of community belonging and acceptance of Latinos throughout Oregon communities. CLLAS’s emphasis on applied research in Latino communities will try to change those dynamics and help create civic opportunities for marginalized Latinos in Oregon’s communities. This work is part of a Research Action Project (RAP) of CLLAS called Advancing Latino Equity in Oregon. ■

Impacts of Education in Guatemalan Women’s Microcredit Programs

by Erin Beck, Assistant Professor, UO Department of Political Science

Since its introduction in Latin America in the 1970s, microcredit quickly became a powerful force across the region. Today microcredit accounts for 45 percent of all lending in Latin America, reaching 18 million people, the vast majority of them poor women. And yet, there is surprisingly little systematic information about microcredit’s long-term economic and social effects. Instead, most microfinance institutions (MFIs) look at their repayment rates to evaluate their success, assuming that women who repay have benefited from the small loans, and fail to keep track of their beneficiaries after they have left the organization.

As a corrective, I have partnered with Fundación Namaste Guatemala (Namaste) to conduct surveys on the long-term effects of a microcredit “plus” approach. Unlike minimalist microcredit organizations that only offer women loans, Namaste couples its small loans with educational sessions focusing on business development and financial literacy and

one-on-one business mentorship. According to the monthly information that Namaste collects, women’s business incomes increase while they are participating in the program. But, as yet, the organization has lacked the resources to follow up with women after they have left Namaste to see if this positive economic effect is long lasting. A study of Namaste’s former participants was therefore designed to address a gap in the literature on microcredit and a gap in Namaste’s data that it uses for self-evaluation.

Drawing on Namaste’s internal records, I generated a random sample of just under 90 women—who left Namaste’s program two or more years ago—for the purpose of conducting a survey about their lives since they left Namaste. I arrived in Guatemala at the end of October 2013 to finalize the details of the study. Because we did not want to prejudice women’s answers, we decided to hire outside surveyors who were not associated with the organization. I spent my first week in Guatemala training these research assistants with the survey instrument and on ethical research practices and survey methods. We then piloted and revised the survey, drawing on the advice of Namaste’s employees and surveyors, all of whom had first-hand experience in the types of communities in which we were going to work.

Because Guatemala’s rural and semi-rural communities do not use addresses, and women’s phone numbers change frequently (because they use disposable phones), we lacked a reliable means of communication with our potential respondents. We therefore sifted through Namaste’s paper archives to find hand-drawn maps and notes jotted down by Namaste’s business advisors more than two years ago. The amount of work that has gone into locating these women demonstrates why so little longitudinal research is done; it is time-consuming and costly, but it is also essential for understanding the effects of development interventions like microcredit. Without the support of a CLLAS faculty/collaborative research grant, this type of work would not be possible.



Erin Beck, right, and Calixta, a surveyor, review the survey in Namaste’s Suchitepéquez offices.

After completing our first few days of survey work in hot and humid (and sometimes rainy) Suchitepéquez, we are looking forward to analyzing our results and sharing them with the CLLAS community. It is our hope that this small study can serve as a pilot for future research on the long-term effects of development initiatives aimed at poor women. Only through such studies can we get beyond the hype of development fads to explore the reality of these types of programs that shape the daily lives of so many women across Latin America. ■

—Erin Beck is interested in gender politics, development, NGOs, microcredit, and social movements in Latin America. Her current research focuses on the everyday practices and experiences of development in the context of development NGOs working with poor women in Guatemala.

Graduate Student Research Projects

Beyond the Beauty of a Dozen Roses: Implications of Free Trade on Women in Colombia's Cut Flower Industry

by Amy Price

With the help of a CLLAS graduate student research grant, I spent the summer of 2013 in Colombia. I explored gendered patterns of labor in the cut flower industry and the impact of the 2012 U.S.–Colombia Free Trade Agreement on workers. Colombia's cut flower industry, which resembles factory work, follows a global trend: feminization of labor in which international capital relies on undervalued labor of women, which is crucial to capital accumulation.

Colombia is the world's second largest exporter of cut flowers and women make up 70 percent of the workforce. Women workers face gender discrimination, work long hours, and endure debilitating occupational illnesses and injuries. However, many workers fear speaking out about labor violations because of serious repression of labor organizing and unions. In fact, Colombia has the highest murder rate of trade unionists in the world, and the rate of impunity is staggering.



Workers on strike during research visit to Colombia / courtesy Amy Price.

In April 2012, in spite of concerns about Colombia's poor record on labor violations and impunity, Obama announced the implementation of the U.S.–Colombia Free Trade Agreement (FTA). One year prior to the implementation, in April 2011, the Labor Action Plan (LAP) was created to address Colombia's poor record of labor violations in order to pave the way for the FTA. The flower sector was one of the five prioritized sectors in the LAP.

During my fieldwork, I interviewed women cut flower workers who had either previously worked in the flower industry or were still employed. I also talked with grass-roots labor organizers, NGO workers, and staff working at the national level on labor issues. I had access to archives through my internship with an NGO that has worked for 30 years on gender and labor rights in the cut flower industry. While I was in Colombia workers across sectors mobilized in a nationwide protest against free trade and labor exploitation. I observed and participated in several marches in which

hundreds of thousands of protesters took to the streets, insisting on economic justice and an end to impunity.

Union participation and labor organizing in the flower sector has suffered in the last several years. Additionally, the experience on the ground is that the LAP has done little to improve conditions for workers. Many interviewees reported that conditions are worse than before the FTA. Free trade has placed additional pressure on plantation owners to compete in the globalized market, and in turn, they squeeze more work out of the workers. Women workers suffer from chronic job-related illnesses that affect their ability to maintain their households, and they often go without healthcare because they cannot afford the increasing costs of privatized healthcare. They are frequently subject to termination without just cause, and those with health issues are not rehired. Many of the women are heads-of-household struggling to support themselves and their children on minimum wage, living in a state of chronic poverty.

For women workers, the long hours combined with their second shift (household work) constrain their ability to participate in union activities. Lack of time combined with a fear of being “blacklisted” for union participation means that most women only seek out union support when they are desperate. In response to the low participation in unions and continued exploitation of women cut flower workers, there are grassroots efforts working to transform the ways in which organizing can reach and engage workers and plantation owners more effectively. These efforts have made some improvements on a company-by-company basis and have potential to do so across the sector. However, transformative social and economic change must come from development and trade policy that addresses underlying causes of gender inequality and poverty.

This research was also generously funded by the Department of International Studies Thurber and Slape Awards. ■

—Amy Price is a graduate student in the Department of International Studies. Her background in sociology informs her research interests, which include gender, development, inequality, immigration, and labor. Prior to grad school, she worked for 13 years in a nonprofit organization for people with severe and persistent mental illness. She has volunteered for immigrant and refugee organizations and participated in several activist movements toward sustainable economies and social justice.

Power, Capitalism, and Race: from Creek Country to the Florida Borderlands, 1765–1842

by Feather Crawford

My research explores relationships of power between the people of the Americas, with a focus on the North American Spanish borderlands of Florida in the 18th and 19th



Florida landscape / courtesy Feather Crawford.

centuries. At the fringes of the European empires that occupied the hemisphere, people in borderlands communities lived in contact zones where they developed relationships and lived lives that defy our entrenched narratives of colonial and national dominance and indigenous retreat and subjugation. Instead, power relationships in the borderlands were often ambiguous and multi-directional. Native Americans controlled geographies and affected the imperial centers in ways previously overlooked in the histories of European and Anglo-American power and domination.

Florida was a remarkably contested borderlands, where sovereignty shifted from Spain to England (1763), back to Spain (1783) and then to the United States (1821). Regardless of imperial and national claims and concerns, Florida was known as Indian country from the colonial period well into the 19th century. The Florida borderlands had become a destination for a diaspora of Native and African Americans seeking freedom and autonomy. Beginning in the mid-18th century, hundreds of Creeks left Creek country, moved south and became Seminoles in Florida. Likewise, fugitive slaves escaped to Las Floridas and disappeared into the swampy hinterland, many joining Seminole communities. By the early 19th century, hundreds had become thousands. Florida Indian country was coveted by European empires and the United States, and at the same time recognized as a threat to the developing slave society of the American South and to the nascent national identity of the American republic. The freedom of fugitive slaves, the autonomy of Native Americans, and the collaboration between them undermined both the property rights of slave-holders and the widespread racial ideologies of the republic.

While Creek history and Seminole history are often treated separately by Americanists and ethnohistorians, I am intrigued by the connections between them. Indeed, it is almost impossible to separate their stories. During the second half of the 18th century, both Creeks and Seminoles controlled vast swaths of Florida and participated in a robust, international trade network. During the first half of the 19th century, the population of Native Americans

in Florida grew. More and more Creeks chose to leave Creek country and become Seminoles rather than attempting to placate the expansive republic of the United States through assimilation projects and ultimately, removal. Together, Creeks and Seminoles disputed U.S. hegemony with a commitment and level of sacrifice unmatched in the era of Jacksonian Indian Removal. They fought several wars against the U.S. military: the Redstick and Patriot wars of 1812 and 1813, the battles at Negro Fort in 1816, the First Seminole War of 1818, and the Second Seminole War from 1836 to 1842. By connecting these campaigns to thwart U.S. dominance and recognizing them as part of a longer story of Creek and Seminole history, I have developed an historical question that I hope has the potential to provoke examination of indigenous agency, resistance, and power: what explains the uniquely fierce resistance of Creeks and Seminoles to policies of American expansion and Indian removal?

My research so far suggests that Creek and Seminole Indians who resisted surrender and removal did so because they had derived political and economic power from conditions and strategies I am calling folk capitalism. I am in the process of developing four main aspects of this process for my dissertation: 1) Creeks and Seminoles accumulated political and economic power through their participation in the deerskin and leather trade and their position in the global capitalism of the Atlantic World during the colonial and early national era; 2) Creeks and Seminoles appropriated and exploited European economic technologies of capitalism such as capital accumulation, international trade and diplomacy, credit, debt, currency, and the commodification of natural resources; 3) Creek and Seminole hunters, traders, political leaders, and communities devised a New World capitalism by adapting European economic technologies to Muskogean cultural systems of gender, reciprocity, moiety, and kinship; and 4) Creeks and Seminoles shared access to the refuge and resources of Las Floridas. These were not the weapons of the

weak but of the strong. Through a careful analysis of archival and archeological sources, I will explore the strategies Creeks and Seminoles developed to exploit the political economy of colonialism and the geographies of the Americas. My dissertation will demonstrate that Creeks and Seminoles share a history of agency, resistance, and power wherein they appropriated the colonizers' political economy and reshaped it according to their society and culture—while accumulating enough social, political, and economic capital to contest colonial subjugation and threaten the expansion of the American republic. ■

—Feather Crawford is a doctoral candidate in the Department of History. Her field of study is U.S. history. She focuses on political, social, and economic history in the 18th and 19th centuries, the North American Spanish borderlands, Native American history, U.S.–Latin American relations, and U.S. colonialism. She currently serves as a GTF in the Latin American Studies Program.

Representations of the “Other” and the Work of Poet Urayoán Noel

by Brandon Rigby

Visitors to Joyce Kilmer Park in the Bronx on a summer afternoon might think that they have been transported from the South Bronx to one of the Spanish-speaking Caribbean islands. Between children playing tag in Dominican-tinged Spanish, vendors selling *piraguas*, or Puerto Rican snow cones, and groups of retired men playing dominoes, it is slightly difficult to imagine that Yankee Stadium is only two blocks away. This vibrant, multicultural atmosphere provided an invaluable depth to my research on the poet Urayoán Noel that has allowed me to better contextualize the diaspora of Caribbean culture in New York.

I traveled to New York City in June 2013 to research the connection between the city and Puerto Rico, and to also interview Noel. As a Puerto Rican poet who has lived in New York City since 1999, Noel is perfectly situated to



Puerto Rican flags on display in windows on the Lower East Side / courtesy Brandon Rigby.

confront and critique our increasingly globalized world from a uniquely Caribbean Latino perspective. As I walked with Noel through his adopted New York neighborhood, we talked about the aesthetic and cultural similarities of the South Bronx with Puerto Rico, and the transnational link that the Puerto Rican diaspora has established in the area.

I've always been struck by the prominence of locality and liminality in Noel's poetry, as the poetic voice emanates from a space between two very different but interconnected worlds. It was eye-opening in New York to be able to view, document, and interact with this “diaspora in motion,” a way of living this in-betweenness for millions of Caribbean Latinos. As with any great writer, Noel is shaped by the milieu around him, but he also is able to re-present it in a way that depicts our interconnected planet, using the transnational Puerto Rican diaspora in New York as a microcosm for our globalized world. ■

—Brandon Rigby is a PhD student in the Department of Romance Languages, and he is also completing a Master's of Nonprofit Management in the Department of Planning, Public Policy and Management. His research trip to New York was partially funded by a CLLAS Graduate Student Research Grant. His research interests include bilingualism, self-translation, diaspora studies, and service-learning.

No Longer Shackled by Chains but by Economic Conditions: The Struggle for Labor and Racial Justice in the Ports of Colombia

by Kristin Yarris and Amy Price

Students, faculty, and community members gathered at the UO Mills International Center this fall to hear first-hand about the adverse effects of U.S. policy on Colombia's Afro-descent communities and, in particular, the port workers of Buenaventura. On a speaking tour organized by Witness for Peace NW, Jhon Jairo Castro, president of the Buenaventura Portworker's Union, shared information on the recent history of the port, Colombia's largest, including its privatization under neoliberal policies beginning in the 1990s and the impact of the



U.S. “War on Drugs” on its communities, which are over 80 percent Afro-descendent. As a result of deregulation, private shipping companies in the ports have sought to expand their operations by forcibly displacing local communities, further exacerbating the decades long humanitarian crisis.

Union leaders in Colombia face near-constant threats and intimidation—Colombia is in fact the most dangerous country in the world to be a trade unionist, with 20 unionists assassinated in 2012 alone. The rates of impunity surrounding these crimes are staggering, with over 90 percent of murders of trade unionists never resolved by conviction. Jhon Jairo said he lives in constant fear and suspicion. Such intimidation, which comes from businesses but also from paramilitary groups and other armed actors working on behalf of private companies, makes it very difficult to organize workers in the ports.

Cosponsored by the Department of International Studies, Jhon Jairo's talk helped us understand the human, social cost of U.S. foreign policy in Colombia.



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OPPORTUNITY FOR MENTORING LATINO/A YOUTH IN EUGENE

The Centro Latino Americano youth services program seeks volunteers among UO faculty and students to mentor Latino/a youth. For information, contact Ingrid Gomez at: ingrid@centrolatinoamericano.org

CLLAS EVENT CALENDAR

Events take place on the UO campus. For more listings, go online: <http://cillas.uoregon.edu>

Winter Quarter 2014

- **CLLAS Graduate Student Grant Proposal Writing Workshop:** Tuesday, January 14, 12–1:30 p.m., Hendricks Hall Room 330
- **Intercultural Competency Program Information Session:** Wednesday, January 15, 3:30–5 p.m., Hendricks Hall, Room 100
- **CLLAS Grad Grantee Presentation:** “Women in Labor and the Struggle for Justice: An Ethnographic Study of Workers in the Colombian Cut Flower Industry,” Amy Price (International St.), January 16, 3:30–5 p.m., EMU Walnut Room
- **Cosponsored event:** Santeria, with Kati Hernandez and Miguel Bernal, January 23, Time and Location TBA
- **CLLAS Grad Grantee Presentation:** “Bilingualism and Cognitive Conflict Resolution,” Jimena Santillan (Psychology), January 23, 3:30–5 p.m., EMU Walnut Room

- **Transnational Americas Series:** “Contracting Freedom: Coolies in Cuba and Peru in the Age of Emancipation,” Elliot Young, Wednesday, January 29, 2–3:30 p.m., Knight Library Browsing Room
- **Human Rights Workshop:** Genocide Litigation, Alumudena Bernabeu, Wednesday, February 12, 4–7 p.m., UO School of Law
- **Transnational Americas Series:** “Truth, Justice, and the Power of Imagination: A Latino Writer’s Transborder Journey,” Hector Tobar, Thursday, February 13, 7–9 p.m., Knight Library Browsing Room
- **Intercultural Competency Program Information Sessions:** Tuesday, February 18, 11:30–1 p.m., Hendricks Hall, Room 100
- **Lecture:** “The Role of Public Art in the Oaxaca Rebellion of 2006,” Cesar Chávez Victoria, Oaxacan artist, March 5, 2–3 p.m., Jordan Schnitzer Museum of Art
- **CLLAS Publishing Workshop—**“How to Get Your Latino/Latin American Studies Academic Book Published,” Gisela Fosado, Duke University Press, Thursday, March 6, 3–5 p.m., EMU Walnut

Room. Cosponsored by CSWS Américas Research Interest Group

- **CLLAS Faculty Grant Proposal Writing Workshop:** with Gerardo Sandoval, Associate Director, CLLAS. Friday, March 14, 12–1:30 p.m., Hendricks Hall, Room 330, Jane Grant Conference Room

Spring Quarter 2014

- **CLLAS Grantee Presentation:** Thursday, April 17, 3:30–5 p.m., EMU Walnut Room
- **CLLAS Grantee Presentation:** Thursday, April 24, 3:30–5 p.m., EMU Walnut Room
- **CLLAS Grantee Presentation:** May 8, 3:30–5 p.m., EMU Walnut Room
- **Transnational Americas Series:** Wendy Vogt, “Crossing Mexico: Violence and the Commodification of Central American Migrants,” May 14, Time and Place TBA
- **Bartolome de las Casas Lecture in Latin American Studies:** Patricio Guzmán, Time, Location TBA