



Center for Latino/a and  
Latin American Studies  
University of Oregon

# CLLAS Notes

CLLAS Newsletter Vol. 4 Issue 1

[cllas.uoregon.edu](http://cllas.uoregon.edu)

Winter 2013

## U.S. Department of Education Grant to Boost Latin American Studies at UO

*The Center for Latino/a and Latin American Studies and the Latin American Studies Program Will Work to Expand Opportunities for Students at UO*

The U.S. Department of Education has awarded an Undergraduate International Studies and Foreign Language Program (UISFL) grant to the University of Oregon's Latin American Studies (LAS) program and the Center for Latino/a and Latin American Studies. The \$186,000 grant is part of a larger \$1.5 million fund that was awarded to only 17 institutions across the country.

The new grant is for activities spread over two years, which include development of a new study abroad seminar on "Human Rights in Guatemala," a course on Brazil, and a post-study abroad seminar. It will also fund enhancements for existing Latin American studies and language courses.

"The award is a very important recognition of the quality of our faculty as well as the institutional support we receive from the University of Oregon," said Lynn Stephen, director of CLLAS.

The grant will also provide funds to expand Portuguese instruction and support a student-driven project to create an online dictionary for Zapotec, an indigenous Mexican language spoken by 500,000 people. Other grant-supported initiatives include a summer institute for middle and high school teachers on "Understanding the Many Faces of Latin America through Art and History," and a number of lectures, film series, and symposia that will connect the UO with the wider Eugene and Oregon communities.

"The presence of Latin American studies on campus has been growing steadily for the past 15 years. We are an important presence on campus," said Carlos Aguirre, director of the LAS program. The program offers major and minor degrees and has more than doubled its faculty from 18 members to 42. Study abroad opportunities have also expanded.

Aguirre and Stephen view the new grant as an opportunity to further the UO's internationalization agenda, to increase diversity on campus, and to consolidate the UO as a major center for the production and dissemination of knowledge about Latin America.



*Professors Carlos Aguirre and Lynn Stephen worked together to land a grant that will boost Latin American studies at the UO.*

"This grant will allow the Latin American Studies program and the Center for Latino/a and Latin American Studies to continue doing what they do so well, providing opportunities for learning, researching, and engaging with communities," said Kimberly Andrews Espy, vice president for research and innovation, and dean of the graduate school. "These initiatives support the University of Oregon's mission of community service and strengthen our ability to navigate the changing borders and social relationships in our increasingly multicultural, interconnected world."

In the months to come, Aguirre and Stephen will work closely with different internal partners in the university, including the College of Arts and Sciences; Wired Humanities Projects; Knight Library; the Office for Research, Innovation and Graduate Education; the Office of International Affairs; the Jordan Schnitzer Museum of Art; and others.

The Office of International Affairs (OIA) provided seed funding for LAS's grant development and will provide funding to support grant administration as part of its newly established Global Studies Institute. ■

## From the Director

I am delighted to be back at the UO and CLLAS after a wonderful sabbatical year at the Center for U.S.-Mexican Studies at the University of California, San Diego. We have had a very busy fall and one of the most amazing projects we have undertaken is the CLLAS Impact Report, which is highlighted in this newsletter.

It's been less than five years since the founding of CLLAS, and taking stock of everything we have been able to do during that time makes me tremendously proud of our staff, faculty affiliates, community and business supporters, and the many students and community groups with which we work. We are very grateful to our past and present funders including the vice president for research and innovation (past VP Rich Linton and current VP Kimberly Espy), the College of Arts and Sciences, the Americas Big Idea, and the Office of Equity and Inclusion (past major sponsors of events and conferences), the SELCO Community Credit Union (corporate sponsor of the Latino Roots Project), and the U.S. Department of Education Undergraduate International Studies and Foreign Language Studies Program (which funds our current grant with Latin American Studies).

We sincerely hope that this impact report helps us to secure future support and funding to ensure a healthy future for CLLAS.

*Saludos, Lynn Stephen, Director, Center for Latino/a & Latin American Studies; Distinguished Professor of Anthropology*

**For the full CLLAS Impact Report,**  
go to pages 4-5



UNIVERSITY OF OREGON

## Recent Books in Latino/a and Latin American Studies

***Racial Formation in the Twenty-First Century***, edited by Daniel Martinez HoSang, Oneka LaBennett, and Laura Pulido (University of California Press, 2012). "Michael Omi and Howard Winant's *Racial Formation in the United States* remains one of the most influential and widely read books about race. *Racial Formation in the Twenty-First Century*, arriving 25 years after the publication of Omi and Winant's influential work, brings together 14 essays by leading scholars in law, history, sociology, ethnic studies, literature, anthropology and gender studies to consider the past, present and future of racial formation. The contributors explore far-reaching concerns: slavery and land ownership; labor and social movements; torture and war; sexuality and gender formation; indigeneity and colonialism; genetics and the body. From the ecclesiastical courts of 17th-century Lima to the cell blocks of Abu Ghabib, the essays draw from Omi and Winant's influential theory of racial formation and adapt it to the various criticisms, challenges, and changes of life in the 21st century."—from the publisher

Coeditor Daniel Martinez HoSang is associate professor in the UO Departments of Political Science and Ethnic Studies.

***Regarding Educación: Mexican-American Schooling, Immigration, and Bi-national Improvement***, edited by Bryant Jensen and Adam Sawyer (Teachers College Press, December 2012). "The 'Latino Education Crisis' not only threatens to dash the middle class aspirations of the nation's largest immigrant group, it is also an ominous sign for democratic engagement and global competitiveness for U.S. society as a whole. This timely book argues that this crisis is more aptly characterized as a 'Mexican Education Crisis.' This book brings together voices that are rarely heard on the same stage—Mexican and U.S. scholars of migration, schooling, and human development—to articulate a new approach to Mexican-American schooling: a bi-national focus that highlights the interpersonal assets of Mexican-origin

children. Contributors document the urgency of adopting this approach and provide a framework for crossing national and disciplinary borders to improve scholarship, policy, and practice associated with PreK–12 schooling."—from the publisher

Now an assistant professor of education at Brigham Young University, Bryant Jensen is a former member of the CLLAS Advisory Board.

## CLLAS Needs Your Support

Support from alumni and friends helps CLLAS achieve and exceed its mission. Gifts of any amount enable us to support critical research on Latin America and U.S. Latino populations.

For more information about giving to support CLLAS, please contact College of Arts and Science Development Office at 541-346-3950.



CLLAS NEWSLETTER

WINTER 2013

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### OUR MISSION

Putting Latino/a and Latin American Studies in Conversation

### OUR VISION

The Center for Latino/a & Latin American Studies promotes collaborative research of relevance to Latin America and U.S. Latino Populations. CLLAS aims to be the premier research center in the Northwest for fresh knowledge and information about the region, peoples, and shared history and culture.

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**ASSISTANT DIRECTOR** Eli Meyer

**RESEARCH ASSISTANT** Heather Wolford

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CLLAS Notes is published by the Center for Latino/a & Latin American Studies. While CLLAS is responsible for content, viewpoints expressed in this publication are not necessarily those of the organization.

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## Revised PCUN History Book Released in Conjunction with the Opening of PCUN's CAPACES Leadership Institute

The publication of *The Story of PCUN and the Farmworker Movement in Oregon*, a history of Oregon's largest farmworkers' union written by CLLAS director and UO anthropology professor Lynn Stephen, was showcased at a grand opening celebration of PCUN's new CAPACES Leadership Institute on August 25, 2012, in Woodburn, Ore. PCUN, the acronym for *Pineros y Campesinos Unidos del Noroeste* (Northwest Treeplanters and Farmworkers United), launched the planning for CAPACES offices in 2008, the capital campaign in 2009, and the construction in 2011.

As a part of PCUN, the CAPACES Leadership Institute is designed to create a new generation of young leaders who will guide PCUN and its eight sister organizations into the future. With its trademark "Si, Se Puede" (Yes, I Can!) spirit, the 27-year-old farmworkers' union worked toward this important moment of capacity building for more than four years. According to PCUN secretary-treasurer Larry Kleinman, the organization has enjoyed wide community and national backing, with some 1,300 volunteers and support from 278 donors, 14 foundations, and two-dozen construction businesses.

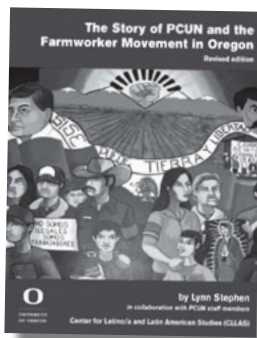
Stephen's book highlights the history of PCUN and the larger context of Oregon and U.S. history. PCUN and the farmworker movement in Oregon began with the U.S. Bracero Program in the 1940s, which transformed Oregon's agricultural labor force; generated organizing, activism, and other farmworker movements; and was the impetus for settled Mexican communities in Willamette Valley towns such as Woodburn, St. Paul, Independence, and Gervais. The book can be downloaded online in PDF format <[http://cllas.uoregon.edu/wp-content/uploads/2010/06/PCUN\\_story\\_WEB.pdf](http://cllas.uoregon.edu/wp-content/uploads/2010/06/PCUN_story_WEB.pdf)> and is available for purchase at the UO Duck Store, 895 E 13th Ave., Eugene.

Stephen writes that the story of PCUN "is told from the perspective of those who were active in founding and participating in it—including farmworkers, field organizers, staff, and those who worked closely with the organization." The book documents the insights and experiences of Oregon's Latino population, which grew from 2.5 percent of the population in 1980 to nearly 12 percent in 2010. In some counties, such as Marion County, where PCUN is based, Latinos account for as much as 25 percent of the population.

In the book, Stephen describes PCUN as being "a crucial part of Latino history in Oregon over the past three decades. From a small office providing legal services for immigrant workers to being a national leader in defending the rights of farmworkers and immigrants, PCUN has become a role model for the positive integration of Latino immigrants in the U.S."

The book is based on 19 lengthy interviews, observations of organizational meetings, visits to the fields and many informal conversations, as well as a study of PCUN's extensive archives, which include newspaper clippings, correspondence, videos, and photographs. The book includes 58 historic photographs and posters from PCUN.

UO has a lengthy and significant history with PCUN. Professor Stephen and students in her anthropology classes began recording the history of PCUN in 1999. In June 2011, the UO's then-president Richard Lariviere and PCUN president Ramón Ramírez signed documents marking the transfer of historic papers of PCUN to the UO Libraries' Special Collections and University Archives. The PCUN papers are now accessible to the public for study and research through Special Collections. An outgrowth of the relationship has been the Oregon Latino Heritage Collaborative, a historic partnership between UO and PCUN meant to open "new avenues to preserve, share, research, study, and narrate Latino communities' history as Oregon and American history."



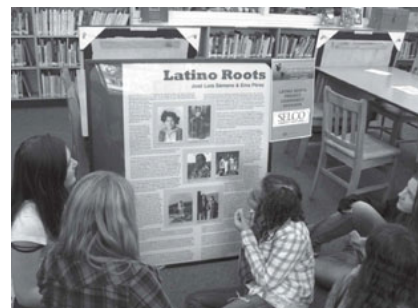
## GRADUATE STUDENT SUMMER 2013 RESEARCH GRANTS

Application deadline is Friday, February 8, 2013 at noon. A workshop on grant proposal writing will be held Thursday, January 17, 2013, from noon to 1:30 p.m. in Hendricks Hall Room 330. For more information, email [cllas@uoregon.edu](mailto:cllas@uoregon.edu) or go to: <http://cllas.uoregon.edu/cllas-announces-graduate-student-summer-2013-research-grants/>

## LATINO ROOTS EXHIBIT DISPLAYED AT TWO LOCATIONS

CLLAS showcased its popular Latino Roots exhibit at Spencer Butte Middle School's Latino Festival in November. Students at the school, located in Eugene, are exploring the exhibit as part of their celebration of Latinos in our community.

The exhibit, originally displayed at the Lane County Historical Museum in 2009-2010, was recently duplicated using funds from SELCO Community Credit Union. It was also on display through December at Eastern Oregon University in La Grande. The portable exhibit features 15 panels containing information on Latino history and demographics in Oregon, photographs, and stories about seven immigrant families. The program also offers videos and bilingual curriculum materials to schools.



Students at Spencer Butte Middle School study one of the Latino Roots panels on exhibit during their school's Latino Festival / photo by Eli Meyer.

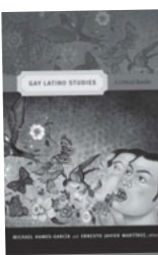
"The success of this program is reflected in the fact that audiences from La Grande to Springfield continue to connect with the exhibit and the rich material it offers," said CLLAS director and UO anthropology professor Lynn Stephen. "We're proud of the fact that Latino Roots has provided a means of sharing these vital stories from immigrant families who contribute to the fabric of our communities." Stephen attended the festival along with CLLAS assistant director Eli Meyer.

SELCO's support has allowed the exhibit to be displayed at the UO Knight Library, the Eugene Public Library, Springfield High School, Willamette High School, the Eastern Oregon Multicultural Center, and the UO Oportunidades Family day. Since the fall of 2010, the Latino Roots exhibit has been viewed by approximately 17,500 people.

## MICHELLE MCKINLEY AWARDED NSF GRANT

UO School of Law associate professor Michelle McKinley—a member of the CLLAS advisory board—received \$50,000 from the National Science Foundation for her work on centuries-old lawsuits brought by enslaved groups in Peru. McKinley's research project, "Legal Mobilization of Enslaved Litigants: Ecclesiastical versus Civil Lawsuits," won a Law and Social Science Grant. Her project is a comprehensive survey, indexing and analyzing archived lawsuits brought by enslaved men and women in Lima, Peru, between 1543 and 1700.

## BEST LGBT ANTHOLOGY



Michael Hames-García, professor, Department of Ethnic Studies, and Ernesto Javier Martínez, associate professor in the Departments of Ethnic Studies and Women's and Gender Studies, were awarded the prestigious national Lambda Literary Award in the category of "best LGBT anthology" for their coedited book, *Gay Latino Studies: A Critical Reader* (Duke University Press, 2011). Both are members of the CLLAS advisory board. ■

## CLLAS Impact Report — October 2012

*prepared by Lynn Stephen, Director, CLLAS,  
and Distinguished Professor of Anthropology  
and Eli Meyer, Assistant Director, CLLAS*

Officially launched in the spring of 2009 at the University of Oregon, the Center for Latino/a and Latin American Studies (CLLAS) puts the study of Latino/a and Latin American communities in conversation with one another and with the state of Oregon. CLLAS is 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.

Over the past five years of its life (including AY 2012-2013), CLLAS has played a crucial role in faculty recruitment and retention, student recruitment and retention, undergraduate research and learning experiences, community engagement and outreach in schools and other public institutions, signature projects, ongoing events, public forums, and conferences, serving as a hub for inquiries about a wide range of topics related to things Latino and Latin American at UO, involvement in securing scholarships for Latino students, providing seed funding for innovative collaborative research projects between faculty and Oregon organizations, providing seed funding for graduate student research, and helping the university to network with the Latino and Latin American community in Oregon and beyond. In addition CLLAS has been successful in helping to seed faculty and graduate student research as well as receiving a federal grant for enhancing Latin American Studies. CLLAS seed funding for faculty and graduate student pilot research projects has generated more than \$399,300 in additional research, fellowship, and other funding. An NIH grant for \$750,000 is pending linked to a CLLAS pilot project funded in 2011. We have also secured \$186,000 in a grant from the U.S. Department of Education to enhance Latin American Studies at UO and \$10,000 from the SELCO Community Credit Union for the Latino Roots Project. Our preliminary data reveal that we have raised at least \$595,300 since our inception to support research, teaching, and community engagement at UO. We are proud of our many accomplishments and look forward to continuing our success.

### Faculty Recruitment and Retention

Over the past five years, the CLLAS director, staff, and affiliated faculty have been strongly involved in the recruitment and retention of more than 14 new faculty members in Latin American and Latino Studies. UO now has 42 faculty members in five different schools who conduct research and teach in the areas of Latino and Latin American Studies. Outside of UCLA and UC Berkeley this is the greatest concentration of faculty with this expertise in the western United States. Through meeting with job candidates and sharing opportunities and activities at CLLAS, having dinner with them, attending their talks, providing feedback to hiring committees, and, most crucially, offering new faculty an additional intellectual home outside of their department, CLLAS has played a pivotal role in the expansion of diversity among our faculty and engaging those faculty in ways that matter to them. Our research projects have been strongly linked to curriculum and in one recent case provided the data to justify the launching of the Spanish Language Heritage program and the creation of a new tenured faculty position now held by Claudia Holguin. This project was titled "Being Latino at the UO: A Survey," which provided



*Clockwise from left: Joel Driver; Lisa Rummier; Byron Sun; & Lidiana Soto were members of the 2011 Latino Roots class taught by Lynn Stephen and Gabriela Martínez / photo by Alice Evans.*

the first systematic data about the experiences, challenges, and processes of language use and ethnic identification among UO's Latino Students (awarded to Robert Davis and Pedro García Caro of Romance Languages, and Edward Olivios [Education Studies]).

### Student Recruitment and Retention

Through its public outreach and education projects described below as well as through courses such as Latino Roots, Sustaining Latino Businesses, and others, CLLAS-sponsored courses connect all kinds of students to significant research experiences and also to the community around them. CLLAS faculty and staff worked with LAS and the Hispanic Metropolitan Chamber in Portland to get UO to match their scholarship funds for Latino students. CLLAS has also participated in many events on campus targeting Latino high school students such as Oportunidades, La Raza Unida Conference, and others. In addition, the travelling Latino Roots exhibit also provides a major means of informing middle school, high school, community college, and other students about Latino and Latin American Studies at UO. Finally, CLLAS has worked in partnership with the vice provost for international affairs over the past three years to sign an exchange agreement with the National Autonomous University of Mexico, Latin America's largest and most highly ranked university, which permits UO undergraduates to study there and UNAM students to come to UO. The first two UO students are there during this academic year.

### Linking Research, Public Engagement, and Undergraduate and Graduate Courses

#### **Latino Roots: Exhibit, Videos, Books, and Classes**

Begun with the Lane County Historical Museum in 2009 as a collaborative research project and celebration of Oregon's 150th anniversary as a state, the Latino Roots project involved UO graduate students, faculty, and community consultants from leading Latino organizations who worked together to produce a 15-panel museum exhibit of Latino history in Oregon told through timelines, individual oral histories, and with a supporting video. The original exhibit was viewed by more than 1500 school children, university students, and other visitors and is now housed by CLLAS. Updated with two exhibit copies now available, this history project has travelled throughout the state to libraries, public schools, universities, and other public spaces. Now supported by a grant from SELCO Community Credit Union, and accompanied by an updated video and a bilingual book (both available on the CLLAS website), this project has a high demand. We are currently seeking funding to expand its circulation and to be able to send out the video and bilingual book to a wide range of public school libraries.

In 2011, the Latino Roots project launched two team-taught courses that permit 18 undergraduates and six graduate students per year to conduct original research on Latino history and to produce short documentaries



*Graduating senior Lidiana Soto poses with her mother at a special event marking the PCUN-UO partnership and showcasing documentaries made by members of the first Latino Roots class. Soto, a member of that class, produced a film about her mother's life. / photo by Jack Liu, June 2011.*



that are available to the public. The courses will be taught again in 2013 and have proven remarkably successful and life changing for students. The courses culminate with a public presentation of student work in the Browsing Room of Knight Library. Each student film profiles one Latino individual or family's story of migration and settlement in Oregon. At the final celebration and showing, these individuals and families along with members of the larger Latino community come to the university to celebrate student work.

## ***Oregon Latino Heritage Collaborative (OLHC)***

OLHC began in 2011 with the accomplishment of securing the historical papers of Pineros y Campesinos Unidos (PCUN)—Oregon's largest Latino organization with over 5,000 members statewide (and affiliated with the newly opened CAPACES Leadership Institute in Woodburn, Oregon). OLHC provides a central location for other Latino organizations to archive their papers, for collaborations with other archives and libraries, and for video, audio, photographs, and other objects and items connected to the Latino Roots films that students produce. OLHC is a major source of oral history material on Latino and Latin American history in the state of Oregon. This year a self-documentation tool kit is being funded by a CLLAS grant to help teachers, museum educators, and others to collect their own oral histories and related materials. The project is being developed in conjunction with the Oregon Folklife Network.

## ***Intercultural Competency Program***

The Intercultural Competency Program is a two-year pilot program beginning in fall 2012 that combines bold curricular innovations focused on career building and professional development, mentoring, training, and field research to produce graduates who are well positioned to serve Latino populations in state and municipal governments, NGOs, community-service organizations, and Latino businesses. The program consists of two linked prerequisite courses, an internship, and a one-credit internship-mentoring course (to be taken concurrently with the internship).

## ***Enhancing Latin American Studies at the University of Oregon***

In autumn 2012, the U.S. Department of Education awarded an Undergraduate International Studies and Foreign Language Program (UISFL) grant to the University of Oregon's Latin American Studies (LAS) program and the Center for Latino/a and Latin American Studies (CLLAS). The grant is part of a \$1.5 million fund that was awarded to only 17 institutions across the country.

The \$186,000 grant is for activities spread over two years, which include development of new courses such as a study abroad seminar on "Human Rights in Guatemala," a course on Brazil, and a post-study abroad seminar as well as enhancements for existing LAS and language courses. The grant will also provide support to strengthen and regularize Portuguese instruction, funds to support student participation in the creation of an online dictionary for Zapotec (one of the indigenous languages of Mexico with 500,000 speakers), a summer institute for Oregon middle and high school teachers on "Understanding the Many Faces of Latin America through Art and History," and a number of lectures, film series and symposia that will connect the University of Oregon with the wider Eugene and Oregon communities.

## ***CLLAS Seed Grants for Graduate Students and Faculty: Major Success in Generating Additional Grant Dollars, Research Products, and Helping Students Get Jobs***

Through a small grants fund of approximately \$8,000 per year, CLLAS has funded an average of three graduate student summer grants of \$1,000 each and two faculty collaborative grants for between \$2,500 and \$3,000. We are still collecting and finalizing data for our graduate student grants and our faculty collaboration grants.

From 2008-2012 we provided a total of 12 grants to graduate students of \$1000 each for a total of \$12,000. This generated an additional \$78,800 in funding in what we can document, from 14 subsequent grants for these students. It also resulted in five published articles and two videos, and two

of the students we funded recently got their PhD and have tenure track jobs, one at Georgetown University and the other at Marquette University. CLLAS graduate students present the results of their work in a public presentation, which draws graduate students and faculty from across the university. We work closely with their home department to promote the event.

From 2008-2012, we funded 16 different faculty members in collaborative grants, many with other community organizations, for a total of \$20,398 in nine pilot research projects. These projects helped to provide data, connections, and frameworks for 14 subsequent grants that were funded in the amount of \$320,500. They have also been associated with the production of one book, 17 research articles, four videos and two websites. CLLAS faculty grantees present the results of their work in a public forum, which draws students and faculty from across the university.

In addition, several of our faculty collaborative grants provided research experiences for undergraduates at the University of Oregon. Courses such as Latino Roots I and Latino Roots II (Anthropology; SOJC) and Sustaining Latino Businesses (PPPM; AAA) provided undergraduates with research experience, with up to 50 students total in these courses.

Apart from this we have also secured \$10,000 in funding for community outreach in schools, libraries, and universities from the SELCO Community Credit Union for the Latino Roots project and a recent \$186,000 grant from the U.S. Department of Education in conjunction with the Latin American Studies Program to enhance Latin American Studies at the University of Oregon. Our preliminary data indicate our support and grant-writing activity has raised at least \$595,300 for research, curriculum development, outreach, and community engagement at the UO. An NIH grant for \$750,000 is pending linked to a CLLAS pilot project funded in 2011.

## **CLLAS Research Products**

- Latino Roots in Lane County, Oregon [http://cllas.uoregon.edu/wp-content/uploads/2010/06/Latino\\_Roots\\_booklet.pdf](http://cllas.uoregon.edu/wp-content/uploads/2010/06/Latino_Roots_booklet.pdf)
- The Story of PCUN and the Farmworker Movement in Oregon [http://cllas.uoregon.edu/wp-content/uploads/2010/06/PCUN\\_story\\_WEB.pdf](http://cllas.uoregon.edu/wp-content/uploads/2010/06/PCUN_story_WEB.pdf)
- Latino Roots in Lane County: Contemporary Stories of Settlement in Lane County, Oregon, 33-minute DVD <http://media.uoregon.edu/channel/2010/11/29/latino-roots-in-lane-county-contemporary-stories-of-settlement-in-lane-county-oregon/>
- Being Latino at UO: Survey Results. <http://cllas.uoregon.edu/wp-content/uploads/2010/06/being-a-latino-at-the-university-of-oregon-survey-results.pdf>

## **CLLAS Community Partners**

Current CLLAS partnerships include: SELCO Community Credit Union (northwest regional), UNAM National Autonomous University of Mexico, Mexico City (locations all over world), PCUN (Pineros y Campesinos Unidos del Noroeste; Northwest Treeplanters and Farmworkers United) (Woodburn), Centro LatinoAmericano (Eugene), Farmworker Housing Development Corporation, FHDC (Woodburn), CAPACES Leadership Institute (Woodburn), Hispanic Metropolitan Chamber (Portland), Latino Business Network (Eugene), Adelante Latino Newsletter (Eugene), Mexican Consulate (Portland), Amigos Multicultural Services Center (Eugene), Latin American Solidarity Committee, LASC (Eugene), Lane Community College (Eugene), Downtown Languages (Eugene), Oregon's Immigrant Rights Coalition (CAUSA, statewide, based in Salem), Oregon Law Center (Woodburn, Hillsboro, Portland), FIOB (Binational Front of Indigenous Organizations, eight locations in Mexico, western United States).

## **Total CLLAS Impact**

The total budget invested in CLLAS over the past five years including this year is \$540,000. With those funds and a staff of a .25 FTE director, .50 assistant director, a .4 GTF, .10 FTE accountant and .10 FTE dissemination specialist we have helped to produce at least \$595,300 in additional funds and provided an outstanding range of other services for the university as documented above. ■

## CLLAS, PPPM, and CEP Launch the Intercultural Competency Program (ICP) for Graduate Students

**C**LLAS, the Planning, Public Policy, and Management Department (PPPM), and the College of Education's Center on Equity Promotion (CEP) have partnered to create a unique graduate student training program that provides crucial hands-on cultural competency preparation for diverse workplaces. The project is a two-year pilot program offering graduate students from any discipline both theoretical tools and hands-on experience in cross-cultural work environments. Students who participate in the program will complete three components: PPPM 552, Public Participation in Diverse Communities; a zero-week summer course focused on race, ethnicity, and culture in the workplace; and an internship focused on working in an intercultural environment. Scholarships to supplement internships are also available for participating students. The goal of the program is to help graduate students build skills in these areas in a way that their focused disciplines may not.

CLLAS and CEP have developed important linkages with businesses, organizations, and government agencies throughout the state of Oregon. PPPM has developed effective systems for placing students in internships. We are thus excited for this opportunity to combine forces and provide an interdisciplinary program that meets the needs of graduate students soon to be looking for employment.

The ICP was made possible by generous funding from the University of Oregon Graduate School's Innovations in Graduate Education Awards. CLLAS hopes to eventually turn this innovative graduate training model into a Graduate Certificate. Information sessions held in October and November introduced students to the program. For more information, contact Eli Meyer at [emeyer@uoregon.edu](mailto:emeyer@uoregon.edu). ■


**PUBLIC PARTICIPATION & IMMIGRANT INTEGRATION**

PPPM 452/552 ~ Winter Term ~ 2013

5 Friday classes with 3 weekend trips  
For more information contact  
Gerardo Gonzalez  
Assistant Professor  
E-mail: [ggonzale@uoregon.edu](mailto:ggonzale@uoregon.edu)

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~ Experiential Learning ~ Interact with Public Officials in Planning & Education ~  
~ Travel "New Destination" Communities in Oregon ~




**INFORMATION SESSIONS:**  
OCTOBER 18TH @ 3:30PM-4:30PM  
NOVEMBER 14TH @ 3:00PM-4:00PM  
Meeting Location: Hendricks 100

Students will examine and study "firsthand" the immigration integration efforts of local government, community organizations, and school districts in Oregon that have witnessed significant growth in their immigrant population in the last 10 years--Portland, Woodburn, Salem, Hillsboro, and Eugene/Springfield.

Co-Sponsored by The Tom and Carol Williams Fund for Undergraduate Education, The Graduate School, ASAA, and CLLAS

## Cuba Today, Mirrors of History: Daisy Rojas at UO

**O**n October 11, 2012, a clear, cool fall morning, Daisy Rojas visited UO to share a first-hand account of contemporary political and economic life on the small Caribbean island that has loomed so large in U.S. history and foreign policy. Daisy is a popular educator and community leader affiliated with the Martin Luther King, Jr. Center in Havana; her speaking tour in Oregon and Washington was coordinated by Witness for Peace Northwest, as part of their efforts to raise awareness among people in the United States about the impact of the U.S.'s hostile foreign policy towards Cuba. Daisy's talk in the Mills International Center of the Erb Memorial Union was sponsored by the Center for Latino/a and Latin American Studies. Diego Benitez, a Witness for Peace Cuba International Team member, accompanied Daisy and provided translation for those in attendance.

Daisy began her presentation with a short video highlighting images of life in contemporary Cuba: people walking and fishing on the Malecón, dancing *salsa a la rueda* in Havana Vieja, vending in small neighborhood storefronts, purchasing fruits and vegetables in open-air markets. In her introduction, Daisy mentioned that one of her aims was to counter the myths and misconceptions people in the United States hold about life in Cuba. Lightheartedly, Daisy told the audience she is often asked questions that reveal these misunderstandings of Cuban society, such as: "Do Cubans have cars?" "Can Cubans purchase their own food?" "Do Cubans watch TV?"

Despite her levity, Daisy spent most of her talk describing how everyday life for Cubans is structured by broader political and economic forces, notably the U.S. economic blockade ("*el bloqueo*") that has constricted livelihoods in Cuba and hindered economic and social exchange between the two countries for decades. She did not mince words when talking about the impacts of the embargo, describing how the renowned Cuban medical system suffers shortages in pharmaceuticals and equipment, ultimately resulting in unnecessary, preventable, deaths. It is not only Cubans who are affected. Daisy reminded the audience that many medical advances in Cuba, such as new treat-



ments for cancer or HIV, are not being shared across borders due to the *bloqueo*.

Daisy described some of the changes currently underway in Cuba that have followed the shift in leadership that brought Raúl Castro to the Presidency. She described how there is renewed attention on what she called "internal problems," problems of Cuban society, economy, and political systems, rather than a sole focus on "external problems," or the United States. Shortly after Raúl

assumed leadership of the Communist Party, he instituted a process of "*rectificación de errores*," whereby there was a massive mobilization to consult popular opinion and solicit feedback and critique of the government. Daisy described how Cubans met in various public venues to engage in this process, ultimately generating a list of over two million "critiques." Rather than stop at this point, the government then commissioned task forces to organize the critiques by theme: such as the economy, tourism, currency, private property, housing, and land title.

Daisy said that, while the process of critique and reform is slower than she would like, she—like many other Cubans—feels confident that changes will continue to be made to better meet the needs of the population. In all, Daisy left the audience with a more complicated and nuanced view of everyday life in Cuba and of the Cuban government; not a perfect system, but a sovereign nation, that—as Daisy emphasized—has the right to determine its own destiny. ■

—by Kristin Yarris, associate professor, Departments of International Studies and Women's and Gender Studies, and Heather Wolford, CLLAS graduate fellow and master's candidate, Departments of Planning, Public Policy and Management (Public Administration) and International Studies.



## An Alternative Form of Neoliberal Resistance: Youth Workers and the Creative Arts in Bogota, Colombia

by Kate Faris

This project explores the role of youth workers utilizing the arts in the Sixth Commune of Soacha, Colombia, in day-to-day interactions with under-served youth. Soacha, a southern municipality of Bogotá, is often the first part of the metropolitan area that internally displaced people find themselves. The children living in these neighborhoods attend overcrowded schools, and confront multiple forms of abuse in and outside of their homes. Through anthropological methods during August and September 2012, I documented how the local NGO, La Fundación Proyecto de Vida, uses the arts as an intervention to break cycles of violence that are otherwise perpetuated by the lack of governmental social programs.

For over 50 years Colombia has experienced waves of continuous violence forcing people from the rural countryside into rapidly developing urban areas. Currently Soacha has a population of 400,000 people and counting. The median income level places this population at the



Classroom in Soacha / photo by author.

bottom of the economic and social scale. Due to rapid urbanization, Soacha does not have a complete sewer or water system, nor are all the roads paved. According to La Fundación Proyecto de Vida, the children of these neighborhoods are the most vulnerable of the population.

In total, the 12 program facilitators I interviewed in September work with over 200 children. This Colombian model of intervention includes workshops that range from the environment, music, fine arts, physical health, and movement-based. These workshops are com-

bined with additional services to offer a comprehensive approach. The additional services include psychological resources through family counseling and art and dance therapy, along with food provision. More so, the employees of the NGO aim to provide a safe and creative space for every child. The work done through the workshops is possible due to employees' commitment to the children's well-being. The children who have been "forgotten" by the state are raised up by the unwavering community at La Fundación Proyecto de Vida.

Currently, I continue to situate the work of the NGO from an historical and anthropological approach. I aim to understand what motivates the employees that pursue this arts-based social work, the impact it has on the children in Soacha, and what aspects of this model of intervention may be utilized by other professionals in the worlds of community development, community arts, and peace-building and the arts. ■

—Kate Faris, a master's student in the Department of International Studies, holds a graduate certificate in nonprofit management from the Department of Planning, Public Policy and Management and serves on the board of directors for DanceAbility International and as a volunteer consultant for Witness for Peace.

## "Written in Blood and Ink: A Social and Agrarian History of San Juan Copala, Oaxaca, Mexico"

by James Daria

In 2010, Mexico celebrated the 200th anniversary of its independence and the 100th anniversary of its revolution. Despite the depth and breadth of the history of Mexican independence, the Revolution of 1910 was arguably the most important event in the formation of the modern Mexican nation. At the heart of the revolutionary fervor, the demand for land and liberty and the struggle for agrarian reform served as a hallowed metanarrative that guided the economic, political, and ideological development of the postrevolutionary state. Article 27 of the Mexican constitution established the legal precedent for the just appropriation of land and its distribution to the landless peasantry. The architects and implementers of agrarian reform promulgated the repartition of *ejidos*, collectively owned land given in usufruct\* to individual farmers, as the principal means of development.

Despite the importance of the *ejido* system in the nation's collective conscience and historical memory, it was implemented sporadically throughout Mexico's vast and diverse territory. For example, in the southern state of Oaxaca, the *ejido* competes with both private property and communally held land. In Oaxaca, communal lands are significantly more important than ejidal lands; close to 60 percent of all property in the state is classified as communal land, whereas only 16 percent is classified as ejidal. Despite the fact that both forms of social property are held collectively, the difference between ejidal lands promulgated by the state in the aftermath of the revolution and the reconstitution and recognition of communal lands held by indigenous communities since colonial times is significant. The defense of a historically circumscribed and occupied territory as a means for the reproduction of community and identity runs counter to the narrative of the benefactor state incorporating the disenfran-



Palacio de Lecumberri, location of the Archivo General de la Nación in Mexico City.

chised peasant into the bosom of the nation.

With help from a CLLAS graduate student research grant, I went to Mexico in summer 2012 to undertake archival work on the agrarian history of the community of San Juan Copala, located in the Mixteca region of the state of Oaxaca. I aimed to trace the roots of contemporary conflicts over political and economic control of the town to larger histories of agrarian and ethnic conflict in defense of its communally held lands. While doing research in the national and state archives, I found more than I expected. Evidence attested to the tenacity of an embattled community trying to defend its land and territory against both private interests wishing to usurp ownership of the land or exploit the labor of its farmers, as well as against the ethnically inscribed modernization project of the postrevolutionary state that did not take into account local forms of land tenure, political organization, or historically documented community boundaries. The struggle to define protected limits of communal lands of the town of San Juan Copala and end conflicts with neighboring communities lasted for most of a century.

While the length of time required to secure legal title to the lands was striking, I found even more impressive the depth, clarity, and vision of several successive generations of community leaders who fought within the legal system to defend their lands. Their words are held in posterity in the archives. The documents I studied attest to the humility, tenacity, and, above all, the humanity of the Triqui people of Copala, who have often been denigrated as primitive and violent. I found evidence that the history of San Juan Copala is not simply written in the blood of its inhabitants killed in conflicts resulting from these struggles, but also written in ink as the community sought to remedy their problems through the same institutional and legal channels from which they were largely alienated.

The history of San Juan Copala runs as a counter narrative to the official history of the modern nation. It also humanizes a subjugated minority whose frequent recourse to violent self-defense has obscured the just nature of their resistance. It is a history worth reclaiming. ■

### Notes

\* Usufruct is "the legal right of using and enjoying the fruits or profits of something belonging to another."—Merriam-Webster online dictionary

—James Daria is an M.A. student in the UO Department of Anthropology.



## UNIVERSITY OF OREGON

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# CLLAS Notes

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## CLLAS EVENT CALENDAR

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

### Winter Quarter 2013

- **CLLAS Grant Proposal Writing Workshop.** *Thursday, January 17, 12-1:30. Hendricks Hall Room 330*
- **CLLAS Grad Grantee Presentation—"An Alternative Form of Neoliberal Resistance: Youth Workers and the Creative Arts in Bogotá, Colombia"**—Kate Faris (International Studies), January 24, 4-5:30 pm. *Hendricks Hall Room 330*
- **CLLAS Grad Grantee Presentation—"Dancing Identities: Disrupting the Latina Myth"**—Carolina Caballero (Dance), February 28, 4-5:30 p.m. *Hendricks Hall Room 330*

**Performance by Carolina Caballero (Dance).** March 1, 8 p.m., Dougherty Dance Theater, 3rd Floor, Gerlinger Annex

**CLLAS Faculty Grantee Presentation—Elevating Latino History in Oregon: Developing Resources for Community Self-Documentation**—Emily Afanador (Oregon Folklife Network). March 14, 4 - 5:30 p.m., Location: TBD

### Spring Quarter 2013

- **CLLAS Faculty Grantee Presentation—"Culture, Exchange, Education, and Diversity (CEED)/ Cultura, Intercambio, Educación, y Diversidad (CIED)"**—By Stephanie Wood, Thursday, April 4, 4-5:30 p.m., Location: TBD

- **CLLAS Grad Grantee Presentation—"Protective Factors in an Educational Setting: Experiences of Foreign-Born Latino Immigrants"**—by Karina Ramos (Counseling Psychology), Thursday, April 11, 4-5:30 p.m., Location TBD

### Migration Project Speakers Series: The Borders Within: Immigrants, Race, and the Politics of Surveillance and Enforcement in the United States

<http://waynemorsecenter.uoregon.edu/politics-policy-program/migration-project/>

*This series of three symposia in spring 2013 will address the new "American dilemma"—unauthorized immigration. The Borders Within is sponsored by the Wayne Morse Center's Migration Project, the Savage Endowment for International Relations and Peace, The Americas in a Globalized World Initiative, and the Global Oregon Initiative.*

- **Immigrants and the Carceral State: Detention, Deportation, and Pathways to Membership:** Thursday, March 7, 2013, 2 p.m. Knight Library Browsing Room
- **The Politics of Emergency and Suspicion: The Post-9/11 Arab and Muslim American Experience:** Monday, April 8, 2 p.m. Fir Room, Erb Memorial Union
- **Place and Belonging: Policing Immigrant Lives at the State and Local Scales:** Friday, May 3, 2 p.m. Giustina Ballroom, Ford Alumni Center

**Latino Roots Student Presentations:** Thursday, June 6, 4-5:30 p.m., Knight Library Browsing Room