



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

CLLAS Notes

CLLAS Newsletter Vol. 4 Issue 2

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Spring 2013

From the Director

We have had an amazing year of activities and development. I am excited to announce that CLLAS will have two new associate directors for the next two years, Lise Nelson, associate professor in the Department of Geography, and Gerardo Sandoval, assistant professor in the Department of Planning, Public Policy & Management. Welcome Gerardo and Lise!

Our biggest accomplishment this year has been to secure continued funding for CLLAS for the next three to five years from the University of Oregon. I want to thank the many faculty and community members who helped to bring our important work to the attention of the UO leadership and community. We want to publicly acknowledge and offer thanks for the support we have received to continue our important programs from Dennis Galvan, Vice Provost for International Affairs; Yvette Alex-Assensoh, Vice President for Equity and Inclusion; Barbara Altmann, Vice Provost for Academic Affairs; Doug Blandy, Senior Vice Provost for Academic Affairs; Scott Coltrane, Dean of the College of Arts and Sciences; and Jim Bean, Provost. We are also delighted to have some ongoing funding through the base-budgeting process of the university.

This year has been marked by many activities carried out in conjunction with the Latin American Studies Program (LAS) directed by Professor Carlos Aguirre. Our grant from the U.S. Department of Education, titled "Enhancing Latin American Studies at the University of Oregon," has helped fund many exciting events and initiatives. Here are some highlights.

In fall 2012, LAS and CLLAS collaborated with the Jordan Schnitzer Museum of Art (JSMA) and the Mexican Consulate of Portland, Ore., to host an exhibit of Oaxacan painter Rolando Rojas. Activities included a visit and lecture by Rojas, a panel of expert faculty members discussing how Rojas' paintings relate to Oaxacan history and culture, and visits by classes to the exhibit. We estimate that at least 400 faculty, students, staff, and members of the public participated in these activities.

On February 22, 2013, a six-hour *Carnaval* was held jointly by LAS and the Department of Romance Languages to promote Brazilian and Portuguese culture. Held in the new Global Scholars dorm, the event featured cooking classes; guest lectures on the history of carnival, indigenous peoples of Brazil, and sports as arts in Brazil; a carnival mask work-



Laura Illig, vice president of marketing for SELCO Community Credit Union, visited the Latino Roots class in May and talked with students about their documentary projects. Illig stands next to Professor Lynn Stephen in the middle of this photograph. Professor Gabriela Martínez is on the far left in the second row. SELCO is a sponsor of the Latino Roots Project.

Documenting Latino Roots

Documentaries to be aired during celebration on June 6 at Knight Library

A grant from the UO Tom and Carol Williams Fund for Undergraduate Education helped fund "Latino Roots I and II" starting in 2011, and it was again taught in the 2013 winter and spring academic terms by Gabriela Martínez (SOJC) and Lynn Stephen (Anthropology). The course focuses winter term on giving a theoretical, documentary, and ethnographic understanding of the processes of Latino immigration and settlement in Oregon during the past 150 years. In spring term, the class teaches students how to produce a short video documentary from oral history interviews. Following are descriptions of films produced by three of the students.

Tobin Hansen

"From Campo to State Capitol: Javier Lara and the Campaign Against Wage Theft." Javier Lara draws on rich experiences—as a former farmworker and college student and current social activist—to advocate for Latino/a communities in Oregon. Lack of work opportunity in Chilapa, Guerrero, Mexico, led him to the fields of California, Oregon, and Washington in the 1990s, where he followed yearly *corridos* (routes agricultural workers follow to pick seasonal crops). Through his first full-time farm employment Javier learned of the opportunity to earn a GED. He later studied at Chemeketa Community College, UO, and graduated from Oregon State University. As a student of ethnic studies he became more aware of systems of social inequity. He began volunteering at *Pineros y Campesinos Unidos del Noroeste* (United Treeplanters and Farmworkers of the Northwest, or PCUN). Javier was offered employment at PCUN to work to

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UNIVERSITY OF OREGON

DIRECTOR'S LETTER, *continued from page 1*

shop; Portuguese mini-lesson; and Samba Ja and other dance lessons. The event was well attended by undergraduate students, faculty, and staff.

From February 28–March 1, 2013, LAS and CLLAS hosted a two-day meeting of PAC-12 Latin American studies program directors. Directors came from the University of Washington, UCLA, Stanford, the University of Colorado, and the University of Utah. The directors met in closed meetings with UO faculty and discussed ways to share indigenous language education, how to facilitate faculty and student exchanges, and plans for sharing speakers and other activities. They also shared the histories of their programs and challenges and achievements. These meetings were followed by a public panel on “The Future of Latin American Studies” attended by 50 people.

From April 4–14, a delegation from the UO including JSMA director Jill Hartz and curatorial assistant June Koehler visited three cities in Mexico where they connected with art museum directors and curators, visited collections and artists, and made arrangements for future visiting exhibits linked to Latin American Studies. They purchased nine pieces of art from Oaxaca, Mexico, and met with César Chávez Victoria, one of two visiting artists who will be in residence at JSMA from June 23–30 as part of our teacher's institute.

Since the fall of 2012, a ten-person team has been meeting and preparing our 2013 Summer Institute for Oregon Middle and High School Teachers titled, “Understanding the Many Faces of Latin America through Art and History: Race, Ethnicity, and Nationalism.” As the institute director, I assembled a teaching team of UO faculty experts including 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) to give nine lectures. Daily topics include “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.”

In addition to the nine lectures on the above topics, a team of art and curriculum experts has been assembled which includes curriculum development expert Merrill Watrus, June Koehler (assistant curator JSMA), Lisa Albia-Smith (Director of Educational Outreach JSMA), and Lynne Gardner-Aller (Ph.D. candidate Education, curriculum development). The academic lecturers and team of art educators and curriculum specialists have developed a unique focus for each day coordinating the lecture themes with specific art objects and art production techniques in afternoon workshops. For example, after learning about indigenous pictorial maps in a session on indigenous peoples in Mexico, teachers will explore *amate* bark painting and Mixtec and Nahuatl glyphs and pictorial writing techniques in the production of their own codices.

Two artists from Oaxaca, Itandehui Ortiz and Cesar Chávez Victoria, will be in residence for the entire time of the institute. They will participate daily in the lectures and workshops and offer a special one-day integrated lecture and workshop looking at influences on social movement arts in Mexico and how these images can be linked to a wide range of social issues ranging from human rights, women's rights, indigenous rights, the politics of corn commercialization and genetic contamination, youth movements, and education models.

A selection committee of art, Latin American Studies, and education experts has chosen 16 middle and high school teachers from throughout the state to participate in the summer institute. They include teachers of Spanish and Spanish literature, language arts, art, special education, theatre and drama, earth science, math, geography, and social sciences.

We wish you all a wonderful summer and look forward to an exciting academic year in 2013-2014.

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



CLLAS NEWSLETTER

SPRING 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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UNIVERSITY OF OREGON

New Associate Directors Talk About Their Vision for CLLAS

LISE NELSON, Associate Professor, Department of Geography



CLLAS embodies all the strengths of a premier research university that takes seriously its public mission to expand opportunity and promote social justice. Since its founding just a few years ago, the center has become an indispensable space fos-

tering excellent and engaged research at UO, and one that is critical to promoting inclusivity and diversity on campus and across our state. I am thrilled to be a part of it.

My current research focuses on shifting geographies of Latino/a immigrant settlement in the rural United States. I am particularly concerned with examining how race, class and “legality” shape labor markets and the politics of belonging in areas undergoing rural gentrification. This work builds on previous research undertaken with the Farmworker Housing Development Corporation exploring farmworkers’ struggles over place and belonging in Woodburn, Ore. Finally, I have conducted research in Mexico, with Purhépechan communities of Michoacán. My Mexico-based work examined shifting political cultures and gendered political identities in the context of neoliberal restructuring and globalization.

In the coming years I look forward to helping CLLAS maintain its current commitments, and to expand its agenda to more proactively foster research on Latino/a and Latin American studies across campus. In particular, I will be heading up a CLLAS Research Interest Group (RIG), Gender in the Americas, that we hope will foster interdisciplinary conversations and collaborations among faculty and grads from a range of disciplines. We hope to develop activities next year in cooperation with existing RIGs supported by the Center for the Study of Women in Society. Finally, I am enthusiastic about helping CLLAS reach out to donors about our mission and impact, support that will help us solidify the center’s funding base and perhaps chart new agendas.

GERARDO SANDOVAL, Assistant Professor, Department of Planning, Public Policy & Management

CLLAS has a great opportunity to become a premier research and academic center working on Latino issues affecting the Pacific Northwest. CLLAS can serve as a key resource in supporting Latino integration issues on diverse topics such as schools, civic participation, community development issues, politics



and policy, economic development, sustainability, and in inclusion and equity issues throughout the region. Hence, I believe CLLAS can position itself at the crossroads of the changing demographics shaping the Pacific Northwest as the Latino population continues to grow and institutions adapt to these opportunities.

My academic research sheds light on the roles immigrants play in community regeneration and their links to communities in Latin America. I study the redevelopment of low-income neighborhoods, their transnational links, and the inclusionary planning efforts governments initiate within them. Hence, I study both communities in Latin America and Latino communities in the United States. For example, I recently published an article in the *Journal of Planning Education and Research* (JPER) on the shadow transnational links between Postville, Iowa, and Guatemala. As an applied and theoretical social scientist, my research also has a strong place-based focus, and I am currently starting to focus my research in Oregon, having projects in Lane County and in Woodburn. This places me in a position to work directly with practitioners throughout Oregon conducting community development work on immigrant integration issues. For example, I teach a field experiential course (PPPM 452/552) that exposes students to professionals working on immigrant integration issues throughout Oregon. We visit 15 different nonprofit organizations working in Portland/Hillsboro, Salem/Woodburn, and Eugene/Springfield. This course has made me realize that there is a lot of great work being done by community-based organizations throughout the state and that faculty and students at UO can tap into these community networks to have an impact on work being done with the Latino community. Hence, I am interested in expanding the community-based ties that CLLAS has with Latino organizations. I think this focus would lead to more funding opportunities for CLLAS and also benefit community groups by bringing the UO’s expertise to the communities they serve.

CLLAS also plays a critical role in developing the institutional capacity of UO’s focus on Latino and Latin American issues. I would love to continue the work CLLAS is doing in that regard. For example, PPPM and CLLAS have collaborated on the Intercultural Competency Program (ICP) that gained support from the graduate school. This CLLAS program links up graduate students with nonprofit organizations working with Latino populations and also provides students with the academic training necessary to work in multicultural environments. One of my goals is to expand this great opportunity to UO undergraduate students.

I plan to head up a CLLAS research interest group on the topic of Latino politics, policy, and integration issues that are at the core of the changing demographics of the state. For example, I recently wrote a research policy paper for

Katherine Brown, Oregon’s Secretary of State, on Latino Civic Engagement. This policy paper was well received and Secretary Brown has encouraged me to share it with key Oregon legislators. Advancing a Latino civic and political integration policy focus within CLLAS seems like an area of great promise for advancing a nexus of faculty interest at the UO and making our research extremely relevant in making positive change in Latino communities throughout the Pacific Northwest.

NSF Award Goes to Mark Carey

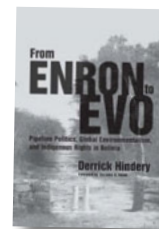


CLLAS advisory board member Mark Carey, an assistant professor of history in the UO Clark Honors College, has won a National Science Foundation (NSF) Faculty Early Career Development (CAREER) award. The

\$459,000 award supports Carey’s research on “Glaciers and Glaciology: How Nature, Field Research, and Societal Forces Shape the Earth Sciences,” including his examination of the early development and evolution of glaciology.

Recent Books in Latino/a and Latin American Studies

From Enron to Evo: Pipeline Politics, Global Environmentalism, and Indigenous Rights in Bolivia, by Derrick Hindery (University of Arizona Press, 2013). “Throughout the Americas, a boom in oil, gas, and mining development has



pushed the extractive frontier deeper into indigenous territories. Centering on a long-term study of Enron and Shell’s Cuiabá pipeline, *From Enron to Evo* traces the struggles of Bolivia’s indigenous peoples for self-determination over their lives and territories. In his analysis of their response to this encroaching development, author Derrick Hindery also sheds light on surprising similarities between neoliberal reform and the policies of the nation’s first indigenous president, Evo Morales.”—from the publisher. Derrick Hindery is an assistant professor in the UO Departments of International Studies and Geography.

Trafalgar, by Argentine writer Angélica Gorodischer; translated by Amalia Gladhart (Small Beer Press, February 2013). *Trafalgar* is a series of linked stories related by Trafalgar Medrano, inter-galactic merchant (everything but arms) and pillar of the business community in his native Rosario, Argentina. Amalia Gladhart is head, UO Department of Romance Languages, and professor of Spanish. She is a member of the CLLAS Advisory Board. ■



DOCUMENTING LATINO ROOTS, *continued from page 1*

stop wage theft. Wage theft is the illegal non-payment or underpayment of earned wages. Formal claims of wage theft in Oregon topped \$2 million in 2012 alone, according to the Bureau of Labor and Industries.

Javier's story reflects the eminent possibilities for deep community engagement when lived experience and formal education align. My documentary tells of Javier's journey from Guerrero to Oregon and explores the transformations in identity brought about by his varied life experience. It also demonstrates Javier's commitment to giving voice to the most marginalized and exploited workers in Oregon. Lastly, Javier outlines the tragedy of wage theft in Oregon and work being done to raise awareness and strengthen legal protections for workers.

Participating in the Latino Roots project has broadened my perspective of how access to education serves as a vehicle to empower Latino communities to disrupt inequitable socially constructed systems based on race, ethnicity, gender, and so on. I hope Javier Lara is seen as an example of deep social engagement and that the documentary underscores the importance of the campaign against wage theft.

—Tobin Hansen has been an instructor of Spanish for four years at OSU, where he teaches a broad range of language and culture classes. He will be studying anthropology full time as a graduate student at UO starting fall 2013. His research interests are drug-trafficking, crime, policing, immigration, borderlands, Mexico, Latin America, and Latinas/os in the United States.



Yadira Janet Mendoza / photo by Shannon East

Shannon East

"A Woman of Courage." Yadira Janet Mendoza tells her story of growing up in Chiapas, Mexico, as a child migrant worker. Having come from a family of farm workers who moved from one temporary job to another, Janet was only able to attend school for two hours after an eight-hour day working in the fields. Because she had only a third-grade education level, little opportunity existed for her as

she grew older. At age 18, Janet moved to Albany, Ore., in pursuit of a new life. This transition led to new job opportunities cleaning houses and to meeting her husband, Oscar. Her reputation as a great cleaner grew quickly and she started her own business, MOJY, which she named after the initials of her family members. Now having three employees, Janet's dream is to return to school to study finance or administration and learn English. Her

life shows her hard dedication to survive and support her family.

—A first-year graduate student in international studies, Shannon East plans to work with Latino and Brazilian communities after graduation. "The Latino Roots class has been influential for me in gaining a better understanding of the history of Latino immigration to Oregon," she says. "The skills I am acquiring in doing ethnographic research and oral testimony will be especially helpful in my fieldwork as I will be interviewing young adults from the shantytowns of Rio de Janeiro. This project will give people a glimpse into the lives of some of the Latinos who have immigrated to Oregon."

Emily Greene

The main themes of my project are the importance of sports, crossing borders, becoming Americanized, learning a new language, and family support, as demonstrated through the success story of Gerardo Herrera Garcia. My film explores the presence of baseball in Gerardo's life, beginning at the age of four when his grandpa began teaching him to play. Gerardo is from Culiacán, Sinaloa, Mexico, and was raised by his mom and grandpa. When he was eight years old, Gerardo came to the United States to play in a tournament, and here he met his father for the first time. His father invited Gerardo to move to the United States to pursue college baseball as well as to create a stronger relationship with him. When Gerardo first came to Medford, Ore., he didn't know any English except for the word "hi." In my documentary, he explores his struggles with learning a new language. Gerardo credits his accomplishment in learning English in eight months to the fact that he joined the baseball team at North Medford High School and had to learn at a quick rate. He now resides in Eugene and has a baseball scholarship to Lane Community College.



Gerardo Herrera Garcia / photo by Emily Greene

Going into this project I expected there to be a lot of negativity about the story of a Latino coming to the United States. I thought there would be more themes of discrimination and overcoming obstacles. I have learned that not every story has to be about struggle and discrimination. Through Gerardo, I have been reminded of the power of hope and perseverance. Working on this project has furthered my knowledge about diversity in the Latino population, and how ambiguous that term is. I have also learned that there is a large history of Latino presence in Oregon.

—Emily Greene is a junior with a double major in international studies and Spanish, with an anthropology minor. She will be graduating next spring and is interested in pursuing a career in local community development in Latin America as well as in communities in the United States. ■

"The U.S.-Mexico Border Through the Eyes of a Writer"

In the eyes of Guillermo Arriaga, while the creation of national borders is "an act of imagination," their consequences are very real. Arriaga, an author, screenwriter, and director best known for films including *Babel*, *Amores Perros*, and *21 Grams*, delivered the 2013 Bartolomé de las Casas Lecture in Latin American Studies to a standing-room-only crowd at UO on April 18.

Throughout the lecture, Arriaga shared vignettes that illustrated the impacts of modern political and economic policies on individuals. His job as a creative person, he said, is "to make you look where you don't want to look." The

art he creates is not merely for entertainment's sake, but rather provides an outlet for social commentary. He makes violent films not to glorify violence, but to demonstrate its human cost. He promotes human rights by simply showing humans.

Arriaga noted that "we live in a society that doesn't close its circles," as we often fail to consider many of the factors in a given story. This is particularly relevant in terms of the discourse surrounding immigration and the anti-immigrant sentiment so common today. Not only is a critical examination of political economic forces commonly left out of the con-



Guillermo Arriaga

versation, but so too are the human stories. We can talk about the numbers of Mexicans who crossed the Mexico-U.S. border last year, but we must also talk about how neoliberal economics pushed a particular campesino from Tamaulipas to Wisconsin. In this way, we can begin to close our circles.

The lecture was organized by the Latin American Studies program and cosponsored by Cinema Pacific, Office of International Affairs, the Mexican Consulate in Portland, Oregon Humanities Center, CLLAS, MEChA, and Oak Hill High School. ■

—by Heather Wolford, CLLAS graduate fellow & master's candidate, Departments of Planning, Public Policy and Management and International Studies.

Planting CEEDs: Nurturing Trans-border Conversations

by Stephanie Wood, Director, Wired Humanities Projects (WHP)

Flying in the face of artificial political boundaries, a trans-border collaborative team has, with a CLLAS grant, been working to build conversations between youth of Oaxacan heritage living in Oregon with youth in the state of Oaxaca (Mexico) itself. We call this project Culture, Exchange, Education, and Diversity (CEED) or Cultura, Intercambio, Educación, y Diversidad (CIED).

The goals of CEED/CIED are to find points of intersection around culture, history, and identity that might help foster pride and understanding among young people of diverse communities. We also aim to support strengthened literacy in multiple languages (English, Spanish, and indigenous languages). If we are able to document language use and bolster online reference works, such as dictionaries of Zapotec and Mixtec (two of many languages spoken in Oaxaca), in the process, we will consider this a significant bonus. A Zapotec dictionary is under construction by the Wired Humanities Projects (WHP) with support from the Latin American Studies Title VIa grant.

Aside from WHP leadership, the UO team for CEED/CIED consists of graduate student Alina Padilla-Miller and undergraduate Diana Salazar. Alina (School of Journalism and Communications) has been instrumental in helping create our website and establish the social media channels that participating youth used to build conversations in trans-border Skype sessions that connected groups in Oregon and Oaxaca in winter and spring terms of 2013.

Diana's role has been to help identify potential participants of Oaxacan heritage in Eugene, in Salem (her hometown), and in Woodburn (where she participated in a youth leadership organization). Diana, who works at WHP and is majoring in Planning and Public Policy and Ethnic Studies, has Mixtec heritage herself. She also volunteers on campus with MEChA, making significant linkages there, and she helps us with Skype sessions of heritage Spanish speakers in UO courses taught by Liliana Darwin-López and Heather Quarles.

One of the youth with whom Diana has established an excellent connection is Daniel Ramírez, a senior at Woodburn High School. Daniel reached out to us with an interest in developing a senior project around the Mixtec language. He is recording audio of Mixtec words and phrases with his parents, who are native speakers. This audio will become part of our online dictionary of Mixtec. But Daniel also became interested in participating in CEED/CIED and approached his teacher at Woodburn High, Thomas Gazzola, who hosted one of our Skype sessions with a youth group in Teotitlán del Valle, Oaxaca. Youth in Teotitlán are bilingual in Spanish and Zapotec. We also hope to find a youth group in the Mixteca with whom to



Students in the CEED project / photo by Stephanie Wood.

communicate at a later date. Many young people in Woodburn have Mixtec and Zapotec heritage.

In Oaxaca, our principal collaborator is Richard Hanson, director of the Proyecto Trilingüe (PT). Richard directed the conversation at the Teotitlán end and manages the technology. Richard helped design CEED/CIED. His goals—while at the helm of PT—coincide with ours. He has the added aims of improving digital literacy and developing communication skills among Oaxaca's indigenous youth, as well as the creation of educational resources in various languages for multilingual/multicultural schools in Mexico and the United States. The Fundación Alfredo Harp Helú of Oaxaca currently underwrites PT, and Richard has office space on the new Centro Académico y Cultural San Pablo, a refurbished sixteenth-century religious complex (now secular) in the heart of Oaxaca city.

In Teotitlán del Valle, Richard Hanson is working with Cristino Mendoza Hernández, the principal of a high school devoted to the preservation of local indigenous languages, cultures, and histories. Also taking part is the Zapotec-language teacher Zeferino Mendoza. The latter is also a contributor to our online Zapotec dictionary.

Through group dialogue and the nurturing of ongoing conversations around themes of indigeneity, migration, and other themes of relevance to youth here and in Mexico, the international CEED/CIED teams hope to expand this pilot into a broader program that will reach into California and beyond in the coming years. U.S. teachers who participate in summer institutes in Oaxaca organized by WHP will also be introduced to this opportunity for outreach and international relationship building between their students and Oaxacan youth, too. We will continue planting CEEDs and, ideally, bridging cultures. ■

—Stephanie Wood, coeditor of five scholarly anthologies, author of a monograph—*Transcending Conquest* (2003), dozens of articles, and multiple open-access digital resources relating to Mesoamerican cultures and their histories, is an adjunct professor in the UO Department of History and director of the Wired Humanities Projects. WHP's grant-funded projects are currently run through the College of Education's Center at Oregon for Research in Education. Professor Wood's research focus is on the Nahuas and the defense of their autonomy in the face of Spanish colonization. She has also directed two NEH Summer Institutes for U.S. schoolteachers in Oaxaca, Mexico.

Lane County Network for Immigrant Integration—Bob Bussell, Director, Labor Education and Research Center (LERC)

The Lane County Network for Immigrant Integration (LCNII) has continued to pursue activities aimed at helping to create a more welcoming atmosphere for immigrants in our communities.

The Network's Statement of Principles on immigrant integration has been approved by over 40 organizations, including the Eugene City Council, the Springfield School Board, Lane Transit District, and many other community and civic groups. On April 25, 2013, endorsers of the Statement of Principles gathered at the Eugene Downtown Library with other interested parties to discuss the prospects for comprehensive immigration reform and ways in which communities can prepare for this exciting possibility. This event generated a lively discussion and produced many ideas about how the Network can better assist local immigrants in obtaining civic, social, and economic inclusion.

In 2013, LCNII sponsored three listening sessions with local immigrants (May 8 in Springfield, May 15 in Cottage Grove, and May 28 in Eugene). The purpose of these community conversations was to help increase and strengthen communication and trust between the immigrant community and the organizations and institutions that both serve and outreach to them. Participants had the opportunity to hear directly from the immigrant community about their experiences accessing services and information in areas such as transportation, education, health care, and civic engagement. Interpreters were present at each event to help facilitate communication and dialogue between both English and Spanish speakers. LCNII is focusing its activities on the priorities that emerge from these gatherings.

LCNII much appreciates the support that CLLAS provided to help launch its initial efforts.

—This project was supported by CLLAS with a 2010-11 Faculty & Community Collaborative Research Grant. "Assessing Community Leaders' Views on Immigrant-Community Relations," a full-page report about the early stages of this project, appears on p. 7 of the Winter 2011 CLLAS Notes, available on the CLLAS website.

Graduate Student Research Projects

First-Generation, Foreign-Born Latino Immigrants: Their Migration Experience, Psychological Distress, Support, and Educational Outcomes

Other studies have explored migration and distress, but this is the first to explore such variables in relation to academic outcomes among immigrant youth.

by *Karina Ramos, M.Ed.*

Latinos are the largest minority group in the United States, making up 16.5 percent of the total population at 50.7 million people. Latinos also make up the largest immigrant group in the United States. In the last ten years, there has been a 30 percent increase in the number of foreign-born immigrants living in the United States. The majority (47 percent) come from Latin American countries.

Similar to the trends of continued growth in the Latino and the Latino immigrant population, the Latino student population in the United States also continues to grow. Nearly a quarter of all students enrolled in public schools are Latino/a. While enrollment rates have increased, the same is not the case when it comes to attainment levels. Latinos obtain the lowest attainment levels than any group in the United States.

Despite the growing numbers of Latino immigrants and the low attainment levels among Latinos in general, foreign-born children and adolescents have been largely ignored in the literature. Little research has explored the educational experiences, aspirations, protective factors (i.e., support systems), and psychological well-being of foreign-born, first-generation Latino immigrants. Additionally, virtually no research exists on the ways in which their migration experiences relate to their educational outcomes. The purpose of this study is to contribute to the limited literature on foreign-born Latino immigrants by describing the relation between immigrants' migration experiences and psychological distress, perceived support, and educational outcomes. The three main research questions that guide this study are: 1) What is the relation between migration stress and educational outcomes? 2) What is the relation between migration stress and psychological stress? 3) What is the relation between perceived support and educational outcomes?

Participants

Using a sample of 281 foreign-born, first-generation Latino immigrants, this study assessed their perceived support, psychological distress, educational aspirations and outcomes, and stress associated with their migration experience. Similar to the national trends, most of the immigrants in this sample came from Mexico (73 percent), with smaller portions coming from Central (22 percent) and South America (4 percent). Most youth migrated to the United States between the ages of 6 and 12 (66 percent).

Preliminary Analyses

In this section, descriptive data and the results



of preliminary correlational analyses are described. When asked about stress associated with their migration experience, 59 percent of foreign-born, first-generation Latino immigrant youth reported that their migration experience was somewhat or very stressful. Additionally, 51 percent reported being concerned for their safety during travels to the United States. Some of the traumatic experiences reported during their migration experience included being robbed, being physically attacked, and/or becoming accidentally injured or ill.

Latino immigrant youth in this sample reported high educational aspirations. Sixty-seven percent of the sample reported aspiring to a postsecondary education, with 30 percent aspiring to a bachelor's degree, and 37 percent aspiring to a graduate degree. At the same time, when asked what the highest level of education they thought they would realistically achieve, it was evident that there was a difference between aspirations and outcomes. Whereas 67 percent aspired to a post-secondary degree, only 49 percent actually expected that this educational goal would be attained. With respect to educational outcomes, a large majority of the students were high performing, academically successful students. Forty-three percent of participating youth reported obtaining mostly A's and B's, and 35 percent reported obtaining mostly B's and C's in school.

In addition to the descriptive data, correlational analyses were conducted to assess the relation between the variables of interest (i.e., migration stress, educational aspirations and outcomes, perceived support, and psychological distress). There was a significant positive relation between grades and support. The more the immigrant youth perceived support from adults, the better grades they obtained. Grades were also positively correlated to higher educational aspirations and outcomes. With respect to stress, there was a significant negative relation between grades and migration stress. Youth who reported higher levels of stress during their migration experience received lower grades in school. There was also a negative relation between migration stress and perceived support. The more stress associated with the migration experience, the less social support perceived. Finally, there was a significant positive relation between migration stress and psychological distress. Higher levels of stress experienced during the migration experience

were correlated with higher levels of psychological distress, as measured by an anxiety measure.

These preliminary findings suggest significant relations between migration stress and the psychological well-being and educational outcomes of immigrant youth. More research is needed to better understand the experiences of these youth. Further analyses will be conducted using this data to better understand the relation between these variables. In particular, a path analysis model will be tested to explore the relationship between migration stress and educational outcomes, and the mediating role that support and psychological distress play in explaining the relationship migration stress and academic performance. ■

—*Karina Ramos, M.Ed., is a doctoral candidate in the UO Dept. of Counseling Psychology and a graduate teaching fellow. She received support toward her research from a CLLAS Graduate Research Grant in 2012.*

Editor's Note: For a fuller version of this article, with references, go to: <http://cllas.uoregon.edu/grant-opportunities/2012-grant-recipients/first-generation-foreign-born-latino-immigrants-their-migration-experience-psychological-distress-support-and-educational-outcomes/>

Dancing Identities: Debunking the Latina Myth

by *Carolina Caballero, MFA candidate*

In 2010, I came to the University of Oregon as a Fulbright scholar. Aware of the time that requires one person to adapt to a new context, but also conscious of my strong Spanish accent while speaking in English, I noticed relatively soon after arriving that my presence represents difference within the predominantly white, mostly American, context in which academic dance takes place. I know because of my physiognomy and the new context in which I live and create art now that I cannot escape the symbolic meanings through which I am being perceived. It has been obvious that I am a "foreigner."

My "brown" body has triggered questions such as: "So what's your ethnicity?" "What kind of dance do you study, salsa?" "Are you hunting a husband here?" or sometimes, I notice people seem very surprised because of the fact that I speak English. This led me to think that not just in the movies and literature, but in the everyday life there are still undeniable cultural stereotypes at work. In my case, it seems like Latinos/as are in fact being racialized, Latinas are considered natural dancers looking for American guys who marry them, and overall, they cannot be intelligent or multilingual.

I started asking myself what it meant to be a woman and a dancer from Colombia and if I really identify myself as a Latina. I questioned where these ideas/stereotypes associated with Latinas/os come from, and overall, why we keep reproducing such notions that affect our interactions, exoticize and diminish people and cultures. Furthermore, such stereotypes seemed contradictory in the "melting pot" concept of North America.

Although I grew up in a culture in which dancing is integral to our customs, and people hardly can imagine a Colombian woman not being a dancer, nonetheless my immersion and fascination with contemporary dance came relatively recently in my life, in my last years of my psychology studies. I have been invested in making dance the means through which the body and movement can be recognized as key aspects of our identities. Consequently, I decided to dance my identity as a way to “speak back” to this cultural confrontation.

As a result, I created a 30-minute solo theatrical dance piece titled “Not About Me.” In my movement investigation I sought to debunk the Latina myth in which Latinas are primarily perceived as submissive, passionate and fierce. This myth held particular relevance for me because Hollywood and the mass media have used dance as the means to circulate these popular assumptions within American popular culture.¹ Opposed to this, dance has always constituted the way through which I have found my personal voice. Using Elizabeth Dempster’s (232) argument that “the postmodern is not a newly defined dance language but a strategy and a method of inquiry which challenge and interrogate the process of representation itself,” I explored movement that allowed me to make visible the tensions and negotiations by which one’s identity is inscribed.²



Carolina Caballero, covered with paint / photo by Shannon Knight.

My research and movement exploration focus on the body as a site of knowledge. In this way, my artistic exploration was a process of self-discovery in relation to the dominant narratives embedded in the Latina myths that laden the bodies of Latinas with racial ambiguity and sexual connotations. Lastly, I intended to celebrate hybridity and diversity, key elements in the constitution of my identity. Underlying my creative journey-inquiry was, by extension, to reveal some insights about the politics of the female body that exist in contemporary dance.

“Not About Me” was performed in March at the Dougherty Dance Theater, UO Dance Department. It was my hope that through this personal reflection I invited the audience to question how popular culture influences the ways we perceive each other. CLLAS made possible the multidisciplinary aspect of the dance piece, supporting my collaborative work with videographer Shannon Knight and Musician Kenji Ota. In this way, the center contributed to the value that art has in the exploration of identities and in finding creative ways of sharing positioned stories. Within the creative process, I shaped my own way of identifying as Latina. ■

Footnotes

1. These reflections have been developed by professor Priscilla Ovalle in her book *Dance and the Hollywood Latina: Race, Sex, and Stardom* (2011).
2. Dempster, Elizabeth. “Women Writing the Body: Let’s watch a Little How She Dances,” in *The Routledge Dance Studies Reader*, second edition. Alexandra Carter and Janet O’Shea, eds. London and New York: Routledge, 2010: 229-235.

—Carolina Caballero Segura is working on her MFA degree in the Department of Dance at UO. She received a 2012 CLLAS graduate student grant for developing her MFA project, “Dancing Identities: Debunking the Latina Myth.” The research culminated in a theatrical dance piece titled “Not About Me” that posits dance as a great means for identity inquiry and the body as a paramount site of knowledge.

“Borders Within” Symposia

CLLAS cosponsored a series of three symposia this spring organized by the Wayne Morse Center’s Migration Project, titled “Borders Within: Immigrants, Race, and the Politics of Surveillance and Enforcement in the United States.” Each symposium has included a scholarly workshop for faculty and graduate students, as well as a public panel and keynote address designed for broader audiences. Each event brings together scholars from UO and beyond, as well as practitioners and advocates from the Pacific Northwest who are confronting these politics on a day to day basis.

The first symposium (March 2013) focused on contemporary detention and deportation policies and practices in the United States. Since the mid-1990s, and accelerating after 9/11, our country has expanded the legal scope and geography of immigrant detention and deportation in ways that affect both undocumented and documented immigrants. In fiscal year 2012, for example, the United States deported 410,000 people, most of whom were held in privatized networks of detention out of reach of advocates and family members. Most of these deportees received little due process during their removal proceedings. Speakers explored the recent history of detention and deportation in the United States as it relates to U.S. immigration policy and politics, as well as to economic globalization. We critically examined these practices and policies in relation to human rights law and principles, and discussed their impact on immigrant experiences, family life, and communities.

The second symposium (April 2013) explored how national security policies and politics post-9/11 recast the national immigration debate and transformed the lives of Muslim and Arab Americans in particular. Speakers discussed the dramatic increase in racial profiling, surveillance strategies, and harassment of Muslim and Arab Americans, which combined has dramatically re-shaped the landscape of civil rights in the United States. The alarming expansion of biometric surveillance and “big data” anti-terrorism strategies is particularly palpable for Arab Americans and threatens fundamental tenets of our constitutional democracy.



The third symposium took place on May 3. This final event examined the policing of immigrant lives at the local and state levels.

In the absence of federal comprehensive immigration reform, the deepening anti-immigrant backlash has taken root in a range of local and state efforts to enforce *de jure* and *de facto* national boundaries/borders. Through federal programs to devolve immigration law enforcement functions, such as 287G, or through more recent state legislation such as Arizona’s 2010 Support Our Law Enforcement and Safe Neighborhoods Act (S.B. 1070), the deeply racialized and classed discourses of “illegality”/legality are permeating local politics and daily life across the United States—dynamics that particularly affect Latinos/as across the United States.

The devolution of immigration enforcement and anti-immigrant politics raises a number of compelling issues that were explored. Speakers discussed emerging geographies of policing immigrant and “ethnic” lives in the contemporary United States, and critically explored how these processes are shaped by race, class, and broader geopolitical narratives. We sought to capture how these policing efforts are shaping immigrant experiences and the politics of belonging at the local and state scales, even as we chart efforts to resist these policies by a range of advocacy groups.

In addition to CLLAS and the Wayne Morse Center, these symposia received critical support from the Savage Endowment for International Relations and Peace, the Americas in a Globalized World initiative, and Global Oregon. ■

—by Lise Nelson, associate professor, UO Department of Geography. Nelson is a member of the CLLAS Advisory Board and was recently selected as one of two new associate directors of CLLAS for a three-year period beginning in Fall 2013.



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2013-14 CLLAS-SUPPORTED RESEARCH PROJECTS

Each year CLLAS provides grants for faculty, students, and community organizations to conduct research. Grant guidelines can be found at: cllas.uoregon.edu/grant-opportunities/

GRADUATE STUDENT PROJECTS

Power, Capitalism, and Race in the Florida Borderland, 1763-1842—Feather Crawford, PhD Candidate, Dept. of History

This research focuses on a time when economic and political power was up for grabs in the North American Spanish borderlands and trade with Native Americans was the key to uncontested sovereignty over Florida. It will explain how economic interactions between Spanish and English colonialists and Creek and Seminole Indians influenced relationships of power between the European colonizers, Native American colonial subjects, and the U.S. nation-state.

Understanding Obstacles and Incentives for Implementation of Low-Impact Housing Solutions in Guatemala—Collin Eaton, Dept. of Environmental Studies

Among homeowners and housing lenders in Guatemala, there is a preference for conventional steel-reinforced concrete-block homes as proven, seismically-stable, building systems. This "block-centric" approach, however, is potentially problematic, as the use of high-energy materials have significant environmental impacts compared to low-energy vernacular materials and are also more costly. The purpose of this research is to determine the feasibility

of a strategy of simultaneously reducing both the cost and environmental impact of homes.

Women in Labor and the Struggle for Justice: An Ethnographic Study of Workers in the Colombian Cut Flower Industry—Amy Price, Dept. of International Studies

The US-Colombia Free Trade Agreement (FTA) contains a plan intended to address various labor concerns; however, this plan makes no mention of women or gender-related issues. Colombia is the second largest exporter of cut flowers in the world, and women comprise 70 percent of the 100,000 workers in this industry. This study seeks to understand the implications of the FTA's omission of protections for women on the ground in Colombia and in the broader context of women and gender in development.

Representations of the "Other" and the Work of Poet Urayoán Noel—Brandon Rigby, Dept. of Romance Languages

A principal concern of translation studies is to analyze how cultures represent the "other," and how this is transmitted across languages. The subfield of self-translation has traditionally resisted convenient categorization within the primarily binary classification system of translation studies and for this reason has been largely overlooked. Rigby will interview and study with Puerto Rican poet Urayoán Noel.

Bilingualism and Cognitive Conflict Resolution—Jimena Santillan, Dept. of Psychology

This study will dissociate the effects of bilingualism

on cognitive control from the effects of possible confounding factors: socioeconomic status, language proficiency, and cultural differences. This study will compare English-Spanish bilinguals from Latino backgrounds to non-Latino English monolinguals and non-Latino English-Spanish bilinguals who speak English as a first language but who have experienced Spanish language immersion from a young age.

FACULTY/COMMUNITY COLLABORATORS

Community Air Reporting, Eugene—Kari Norgaard, Assoc. Prof., Sociology and Environmental Studies; Beyond Toxics; Centro LatinoAmericano

This project will be the first application of community-sourcing software for environmental justice work in Oregon, combining the processes of crowdsourcing information, mapping, and community participation, thereby allowing community members to submit public reports of environmental hazards and injustices through different technological mediums as an alternative to government-sponsored reporting. It is designed to benefit the local Latino community by enhancing the ability of the 400 Latino families in West Eugene to self-report instances of air toxics.

PCUN Documentary—Philip Scher, Assoc. Prof., Anthropology, with James Daria and Samantha King, PhD Students, Anthropology

This project will produce a multilingual documentary film in collaboration with the Pineros y Campesinos Unidos del Noroeste (PCUN) and develop and launch an accompanying website. ■