



CLLAS Newsletter

Vol. 6 Issue 1

cllas.uoregon.edu

Winter 2015

Center for Latino/a and Latin American Studies

University of Oregon

Cllas Notes

From the Directors

CLLAS got off to a great start this academic year by hosting a concert in mid-October with Zapotec hip hop artist Mare Advertencia Lirika. Mare gave an outstanding performance to an audience of about 325 people. It was the first hip hop event ever in Beall Hall, and staff and faculty from UO School of Music and Dance were delightful to work with. Hip hop proved to be a recurring theme of the fall season, as graduate grantee Charlie Hankin gave a presentation the following week about his CLLAS-funded research on hip hop artists in Cuba (see p. 6). CLLAS is strongly committed to supporting research and events in the arts as well as in the humanities and social sciences.

Ana-Maurine Lara, a recent Ph.D. from Yale, kicked off her time with us by delivering a standing-room only talk titled "Santa! Afro-Diasporic Ways of Being and Knowing," sponsored with the Department of Anthropology. As our first scholar-in-residence, Dr. Lara will speak to classes, conduct a workshop for graduate students, and give two other public talks in coming months. We are excited to have her with us. Read more about her on p. 6.

Faculty research funded by CLLAS this academic year focuses on educational experiences of Latino students at UO, at the high school level, and in dual language programs. Upcoming graduates of Oregon's public high schools are almost

DIRECTORS' LETTER *cont. on p. 2*

Zapotec Hip Hop Artist Mare Brings Historic Concert to Beall Hall



Mare at Beall Hall / photo by Stephanie Wood.

When CLLAS director Lynn Stephen met Zapotec hip hop artist Mare while doing research in Oaxaca last summer, she right away decided to bring the young star to UO. "Mare is dynamic and charismatic," Stephen said. "She has a strong message to deliver about social justice, women's and indigenous rights, and youth activism in Mexico. I knew the students and community here would love her."

Mare played to a near-capacity crowd on October 16 in the first ever hip hop concert at UO's Beall Hall. Known more formally as Mare Advertencia Lirika, she began performing at age 16 as a way to raise consciousness in others while channeling her own frustration over gender inequality and the treatment of women in Mexico. In a documentary about her life titled *When a Woman Steps Forward*, Mare talks about depictions of women in Mexican media, which always shows light-skinned women, not darker-skinned indigenous women.

In 2012, National Public Radio named Mare's work "Best Alternative Music of the Year." She toured America and worked with Chicana and Latina immigration groups in 2013. During her tour this fall, Mare performed at a hip hop festival at Oregon State University, and then traveled to venues in Los Angeles, San Francisco, and Chicago. The free event was sponsored by CLLAS and cosponsored by UO's Center for the Study of Women in Society and the School of Music and Dance. ■

Students Benefit from Innovative Partnership on Cultural Competency

by Eli Meyer, Assistant Director, CLLAS

Sarr Miller is one of six UO graduate students who underwent special diversity training through the Intercultural Competency Program (ICP), an innovative partnership between CLLAS; the Department of Planning, Public Policy, and Management; and the Center for Equity Promotion. When asked what she learned from her ICP experience, Miller—a graduate student in the Department of International Studies who interned with the Nicaraguan Ministry of Health in Nicaragua, said that not only had she increased her Spanish language skills by an incredible degree, she improved her field research skills and learned about navigating professionally within a different culture.

"I was able to witness power differentials as they played out among the poor rural citizens in the area and the doctors and nurses as well," Miller said. "I really learned so much by sitting back and observing."

ICP, a two-year pilot program that began in fall 2012, combined 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 consisted of two linked prerequisite courses and an inter-cultural internship. ICP was funded by a two-year Graduate Innovations grant from the UO Graduate School.

In addition to Miller, five other graduate students completed the ICP program. Congratulations to:

- Lokye Au, Environmental Studies, who interned with Beyond Toxics, Eugene.
- Patricia Toledo, Nonprofit Management, who interned with Huerto De La Familia, Eugene.
- Lindsay Pepper, International Studies, who interned with EduCARE India, India.
- Allison Brinkhorst, Nonprofit Management, who interned with Social Justice Fund NW, Eugene.
- Daniel Platt, English, who interned with Downtown Languages, Eugene.

Although the ICP has ended, perhaps other campus units will replicate this model of hands-on learning and intercultural education. After all, many job descriptions now require "experience working with people from diverse backgrounds." I would like to see UO offer students many opportunities to gain this important experience. ■



UNIVERSITY OF OREGON

DIRECTORS' LETTER, *continued from page 1*

25 percent Latino, and CLLAS researchers are producing important insights into the challenges these students face as well as their contributions to all levels of learning. We will share results of these projects in upcoming CLLAS newsletters. Meanwhile, you can learn more about the plans in the box on p. 4.

CLLAS also launched the Latino Civic Participation Project (LCPP) in an effort to empower Latinos in Oregon and encourage innovative methods of public participation. LCPP, a collaboration between UO students, CLLAS, and Oregon communities, is a novel type of needs assessment and community empowerment strategy and literally a "hands on" participatory research tool that enables Latino community members to directly articulate their local knowledge about community issues and propose solutions. You can read more about LCPP on p. 7.

On March 12, 2015, CLLAS will host our first-ever CLLAS symposium, "Public Engagement in Latin@ and Latin American Studies at UO." This event features four research panels focused on cutting-edge research and community engagement work carried out by each of CLLAS's four Research Action Projects (RAPs) along with keynotes by two young dreamer activists and a musical performance and reception. We already have interest from schools, community organizations, other universities, and organizations. We look forward to a great showcase event and to making new friends and connections.

This summer, faculty from one of the CLLAS RAPs will lead a global seminar for UO undergraduates in Antigua, Guatemala, and conduct a workshop for Guatemalan teachers and others focused on human rights. The project also includes a one-day symposium to develop curriculum on preventing genocide and human rights. Middle- and high-school teachers from around the state will participate in this one-day event, which will bring insights from UO faculty research to our public schools.

We wish you and yours a wonderful holiday season and New Year.

Lynn Stephen, Director, CLLAS; Distinguished Professor, Anthropology

Gerardo Sandoval, Associate Director, CLLAS; Assistant Professor, Planning, Public Policy, and Management

RESEARCH ACTION PROJECT UPDATES

Advancing Latino Equity in Oregon

CLLAS associate director Gerardo Sandoval is applying for a foundation grant to continue his work in Latino/a civic engagement around Oregon. The grant will support the Latino Civic Participation Project (LCPP), a novel type of needs assessment and community empowerment strategy, literally a "hands on" research tool that enables Latino community members to directly articulate their local knowledge about community issues and to propose solutions. LCPP researchers synthesize and present this local knowledge directly to local planning, policy, and community organizations that can use this evidence of community needs when defining future policy priorities, giving many Oregon Latinos a voice for the first time in defining the policy priorities that are important to them.

Afro-Descendant and Indigenous Peoples in the Americas

In fall term 2014, the RAP provided members of the youth group *reconoci.do* from the Dominican Republic with three cameras, asking them to document their lives, as well as situations that Dominicans of Haitian descent and Haitian migrants encounter in everyday life. This group faces an increasingly hostile environment because many Dominicans of Haitian descent have been recently stripped of their Dominican citizenship by the Dominican Constitutional Tribunal. This action is only one of the most recent actions reflecting a long history of discrimination towards Haitian migrants, and their children, many of whom are frequently seen in the Dominican Republic as blacker than the local population. *Reconoci.do* has been actively addressing these matters over the past four years. The project will collaborate with the photographers and staff at the Jordan Schnitzer Museum of Art to select 15 photographs for an exhibit at the museum to open March 3, 2015. On March 4, a member of *reconoci.do* as well as Alvaro Botero, a lawyer at the Interamerican Commission for Human Rights of the Organization of American States, will take part in a panel

RAP UPDATES, *continued on page 3*



CLLAS NOTES WINTER 2015

Mailing address:

Center for Latino/a & Latin American Studies
6201 University of Oregon
Eugene OR 97403-6201

Main office:

337 Hendricks Hall
(541) 346-5286
e-mail: clas@uoregon.edu
website: clas.uoregon.edu

OUR MISSION

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

DIRECTOR Lynn Stephen, Anthropology

ASSOCIATE DIRECTOR Gerardo Sandoval, Planning, Public Policy, and Management

ASSISTANT DIRECTOR Eli Meyer

GRADUATE RESEARCH ASSISTANT Lidiana Soto-Morales

ACCOUNTING Peggy McConnell

COMMUNICATIONS Alice Evans

EXECUTIVE BOARD

Elaine Acacio, Office of Institutional Equity and Inclusion

Carlos Aguirre, History; Latin American Studies

Monique Balbuena, Honors College and Latin American Studies

Erin Beck, Political Science

June Irene Black, Jordan Schnitzer Museum of Art

Christopher Chávez, Journalism and Communication

Feather Crawford, History

Cecilia Enjuto Rangel, Romance Languages

Gabriela Martinez, School of Journalism and Communication

Ellen McWhirter, Counseling Psychology, College of Education

Lori O'Hollaren, Associate Director, Global Studies Institute

Guadalupe Quinn, Community member

Alai Reyes-Santos, Ethnic Studies

David Woken, UO Libraries, History and Latin American Studies Librarian

Kristin Yarris, International Studies; Women's and Gender Studies

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.

The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request. ©2015 University of Oregon



UNIVERSITY OF OREGON

Héctor Tobar's "Notable" New Book

The latest book by CLLAS-affiliated faculty member Héctor Tobar—a visiting professor in UO's School of Journalism and Communication and a Pulitzer Prize-winning journalist—has been named among the *New York Times* "100 Notable Books of 2014." *Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine and the Miracle That Set Them Free* (Farrar, Straus and Giroux, October 2014) is a non-fiction novel that describes the 2010 odyssey of Chilean mine workers.

CLLAS Grantee Receives Fulbright

CLLAS graduate student grantee Charlie Hankin was one of two UO graduate students to receive a prestigious Fulbright Award for 2014-15. A master's student in music performance, he will travel to Brazil with a Fulbright English Teaching Assistantship.

"My primary occupation will be serving as an English-language assistant at a Brazilian university," Hankins said. "But I will also be teaching classes in musicality and violin to elementary and high school students, collaborating with Brazilian musicians, as well as investigating Brazilian hip hop in relation to the Hispanic Caribbean."

Music education is gaining importance in Brazil following a 2008 law that integrated it into the public education curriculum, and Hankin's interdisciplinary assignment to teach both music and English is a reflection of that. The Fulbright program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, through annual appropriations from the Congress. —*from a story first published by UO Graduate School news on Wednesday, June 4, 2014.*

CLLAS Associate Director Wins Award

CLLAS associate director Gerardo Sandoval was named the 2014 winner of the prestigious Chester Rapkin Award for best article from the Association of Collegiate Schools of Planning. The selection committee announced October 16 that Dr. Sandoval, an assistant professor, UO Department of Planning, Public Policy, and Management, won the prize for the best paper for this award year in the *Journal of Planning Education and Research* for his article "Shadow Transnationalism: Cross-Border Networks and Planning Challenges of Transnational Unauthorized Immigrant Communities" (Vol 33:1, 176-193).

"Professor Sandoval's paper identifies the deeply intertwined networks of immigrants, employers and state actors that support unauthorized immigration, while forcing migrants into the shadows of society where they are especially vulnerable," the selection committee noted when making the announcement. "The paper shines a spotlight on an important public policy issue that is of particular relevance for planners. Despite being in the shadows, unauthorized migrants are present in towns and cities across America, shaping housing and labor markets,

public service demand and local community culture. By understanding the powerful confluence of interests that support unauthorized immigrants in the United States, planners can implement policies that reduce their vulnerability."

UO Faculty Award and OHC Fellowship Go to Lynn Stephen

CLLAS director Lynn Stephen received a UO Fund for Faculty Excellence Award for AY 2014-15. Dr. Stephen, a Distinguished Professor, College of Arts and Sciences, Department of Anthropology, was among 13 UO faculty members chosen for this award, which "is designed to further the university's strategic commitment to improving its academic quality and reputation by recognizing, supporting, and retaining world-class tenure-related faculty." Recipients are chosen "on the basis of scholarly impact within their respective fields, their contributions to program and institutional quality at the UO, and their academic leadership."

Dr. Stephen was also awarded the Provost's Senior Humanist Fellowship by the Oregon Humanities Center for her research project "Writing Testimony and Expanding the Public Sphere: Elena Poniatowska in Mexico" (Fall 2015).

Historian Julie M. Weise Interviewed for Story on NPR

CLLAS affiliated faculty member Julie M. Weise, an assistant professor in the UO Department of History, spoke about her research in a piece that aired on National Public Radio's *All Things Considered* on October 19. The story was about anti-immigrant backlash in suburbs. The story is titled "Residents Uneasy About Immigrant Shift Into Suburbs" and can be accessed online under this title at the NPR site.

Elder-in Residence: Ramón Ramirez

Selected as UO's 2014-15 "Elder-in-Residence" by UO's Office of Equity and Inclusion, Ramón Ramirez was on campus in mid-November to share his wisdom and knowledge by giving guest lectures and presentations and talking to students, faculty, and other members of the university community. He also sat down for lunch one day with the CLLAS executive board and staff to talk about common goals.

As president of two major human rights organizations in Oregon—CAUSA, which advocates for immigrant's rights, and Píneros y Campesinos Unidos del Noroeste (PCUN), which advocates for farm-worker's rights—Ramirez spoke to the CLLAS board about his experiences as a community leader and discussed ways to mobilize volunteers to do outreach in support of President Obama's recent executive order on immigration reform. Ramirez also discussed with board members the possibilities of developing a radio program as a collaboration between UO and PCUN, which is the largest Latino organization in the state. ■

RAP UPDATES, continued from page 2

discussion and reception to present the photos and videos taken by reconoci.do youth. RAP members were awarded an academic support grant from the JSMA to help fund the project.

Human Rights and Social Memory in Latin America

This RAP continues its Savage Endowment-funded activities in human rights and genocide prevention, centered on the police archives of Guatemala. CLLAS will facilitate one roundtable session in the winter and spring where faculty from different departments and geographical focus areas generate curriculum material for high school teachers. These materials will focus on awareness of human rights issues and the prevention of mass atrocities. Also, this RAP will host a one-day workshop for high school teachers in June. The purpose of this workshop is to familiarize teachers with these curriculum materials and envision their use in the classroom. Finally, the human rights RAP will facilitate a one-day human rights workshop in Guatemala this summer.

Latino History

The Latino Roots project continues through its popular traveling display and two-term course. This fall the display has visited CAPACES Leadership Institute in Woodburn and El Camino Elementary School in Eugene. The next stop for the display will be Latino community groups in Medford, Oregon. Also, the Latino Roots course has been institutionalized within UO and will be offered this winter and spring terms. Students have the opportunity to learn the history of under-represented communities in the Pacific Northwest. For the course's capstone project students will produce 10-minute documentaries covering interviews with an individual or family, highlighting this history. These documentaries will be showcased during the Latino Roots celebration on June 4, 2015. Finally, this RAP is exploring collaborations with other units on campus that are interested in replicating the Latino Roots model. ■

—reported by Eli Meyer, CLLAS Assistant Director

GLOBALIZATION, GENDER & DEVELOPMENT CONFERENCE

Twenty-five scholars from over ten different disciplines addressed modern issues of gender and development at the first ever Globalization, Gender and Development Conference on the UO campus October 23–24, 2014. Participants explored globalization's effects for the study and pursuit of development and gender equity. Coorganized by CLLAS Executive Board member Erin Beck, an assistant professor in the Department of Political Science, the conference benefitted from the support of CLLAS and many other UO departments and centers.



Kristin Yarris, assistant professor, UO Department of International Studies, presented her paper, "Between Love and Money: Grandmothers, Remittances, and the Moral Economies of Care in Nicaraguan Transnational Families," at the conference.

Since the field of women and development (WID) emerged in the 1970s, feminist scholars, practitioners, and activists dramatically changed the face of international development—influencing not only the ways development was studied, but also the way it was defined. They pushed scholars and practitioners to move beyond a fixation of macroeconomic growth to include such goals as empowerment, equity, and environmental and economic justice. Later scholars transitioned to gender and development (GAD), highlighting the importance of gender as a set of social relations imbued with power in all spheres, including development institutions themselves.

The insights and debates inspired by the fields of women and development and gender and development have since been applied to subjects outside the traditional domains of World Bank development interventions and governmental projects, including grassroots alternative visions of development, non-governmental organizations, sex workers' experiences and self-initiatives, and migration flows and experiences.

ences, to name just a few. Scholars at the conference reflected on these advances, considered future directions, and reflected on the ways in which transnational flows of capital, people, and information affect gendered processes and visions of development.

Professors emerita Jane Jaquette (Occidental College) and Irene Tinker (University of California, Berkeley) served as the opening keynote speakers. These scholars have long played important roles in pushing forward the inclusion of women and gender in development's study and practice and are well-known as "founders" of the field, having pursued gender equity through both scholarship and activism. They opened the conference by reflecting on insights gleaned from the past four decades of research and practice and outlining their take on the challenges and opportunities for the future.

Scholars from UO and outside institutions came together to present and comment on original, cutting-edge research across four themes: Globalization, Economic Opportunities, and New Takes on the Global Assembly Line; Gender and Environmental Justice and Sustainability in a Globalized World; New Technologies and Media; and Gender, Migration, and Care Work, Paid and Unpaid. CLLAS director Lynn Stephen and executive board member Kristin Yarris took the lead on organizing the final panel, which advanced the discussion by complicating the distinction between the "global north" and the "global south."

The conference was well-attended by faculty, students, and community members and provided fodder for challenging and stimulating conversations about the future of the field and the possibilities for academics and practitioners working together. Of the 16 papers presented, some discussed development issues of wage labor, microfinance, and public policy related to agricultural development and social service delivery. Others focused on women's bodies as related to globalization and development—examining the role of service sector workers, beauty pageant contestants, sex workers, and images of trafficked "victims" in the promotion of globalization, nationhood, finance capital, and humanitarianism. Papers that focused on technology demonstrated that new forms of technology are being cast as "solutions" to development's challenges with unintended, gendered consequences. Finally, a number of papers examined the feminization of migration and the gendered implications for family dynamics, care work, and livelihoods.

The closing keynote by Prof. Kimberly Hoang (Boston College) addressed the intersection of gender, sex work, and finance capital in Vietnam. Her talk about the social construction of masculinity focused on elites, and reflected exciting new directions being explored in the field of gender and development, which traditionally focused predominantly on poor women.

Participants agreed that the conference moved the field of gender and development forward and put the University of Oregon on the map as a place where innovative research related to gender and development is taking place. For more information on the conference and to see pictures, visit: <http://blogs.uoregon.edu/globalizationgenderdevelopment/> ■

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

2014-15 Faculty/Collaborative Research Projects Supported by CLLAS

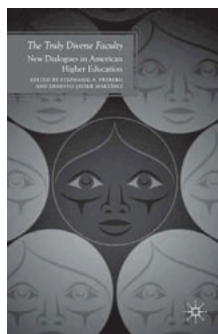
Each year CLLAS provides grants for faculty, students, and community organizations to conduct research. Guidelines can be found at: <http://clas.uoregon.edu/grant-opportunities/>

Assessing the experiences of Latino/a students at UO—Analisa Taylor (Romance Languages); Audrey Lucero (Education Studies); Claudia Holguin (Romance Languages); and Angel Dorantes (Education Studies). This project seeks to carry out a detailed assessment of how Latin@ students at UO perceive and negotiate the academic and sociocultural barriers they face. Our anecdotal evidence suggests that Latin@ students often learn upon enrollment or advancing to upper division courses within their majors that they do not possess some of the insider knowledge needed to take advantage of academic and professional opportunities. They also report challenges relating to unspoken class, ethnic, linguistic and cultural norms within the university. Study results will allow us to name the problem within a wider constituency and advocate for an expansion of those resources in the form of academic support as well as financial aid and scholarship support for Latin@ students.

Assessing the experiences of Latino high school students in Oregon—Ellen McWhirter (Counseling Psychology and Human Services). This project is part of the CLLAS Research Action Project (RAP) "Advancing Latino Equity in Oregon," which plans a comprehensive report. Dr. McWhirter will combine and analyze data from eight years of collaboration with the Cesar E. Chavez Leadership Conference into a report that provides contextual descriptive and correlational data on samples of 500-1,000 Latino high school students from over 90 schools in Oregon. Report contents will include information about Oregon Latino graduation and college enrollment rates, educational achievement and attainment, and descriptive information yielded by data sets regarding Latino students' post-secondary plans, outcome expectations, the barriers they experience as they complete their high school education, microaggressions they experience, school related self-efficacy expectations, and indicators of their critical consciousness.

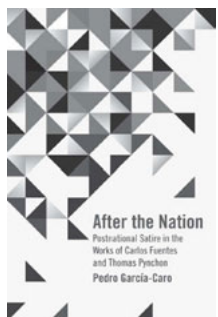
Study of dual language education programs—Edward Olivos (Education Studies) and Audrey Lucero (Education Studies). The researchers will conduct a yearlong multisite comparative case study of elementary dual language education programs around the state of Oregon. Such programs are designed to ensure that Spanish-speaking Latino children receive equitable, high quality learning experiences in both English and Spanish. A key goal of this research study, therefore, is to examine how schools in various areas of the state implement and sustain dual language education programs in ways that address these needs. The research is also intended to highlight opportunities and challenges associated with providing such an education through dual language education. ■

RECENT BOOKS IN LATINO/A AND LATIN AMERICAN STUDIES



***The Truly Diverse Faculty: New Dialogues in American Higher Education*, coedited by Stephanie Fryberg and Ernesto Javier Martinez (Palgrave MacMillan, October 2014). Future of Minority Series.** “Many universities in the 21st century claim ‘diversity’ as a core value, but fall short in transforming institutional practices. The disparity between what universities claim as a value and what they accomplish in reality creates a labyrinth of barriers, challenges, and extra burdens that junior faculty of color must negotiate, often at great personal and professional risk. This volume addresses these obstacles, first by foregrounding essays

written by junior faculty of color and second by pairing each essay with commentary by senior university administrators.”—from the publisher. *Ernesto Javier Martinez is an associate professor, UO Departments of Women’s and Gender Studies, and Ethnic Studies.*



***After the Nation: Postnational Satire in the Works of Carlos Fuentes and Thomas Pynchon*, by Pedro García-Caro (Northwestern University Press, July 2014)** “*After the Nation* proposes a series of groundbreaking new approaches to novels, essays, and short stories by Carlos Fuentes and Thomas Pynchon within the framework of a hemispheric American studies. García-Caro offers a pioneering comparativist approach to the contemporary American and Mexican literary canons and their underlying nationalist encodement through the study of a wide range of texts by Pynchon and Fuentes which question and historicize in different

ways the processes of national definition and myth-making deployed in the drawing of literary borders. *After the Nation* looks at these literary narratives as postnational satires that aim to unravel and denounce the combined hegemonic processes of modernity and nationalism while they start to contemplate the ensuing postnational constellations.”—from the publisher. *Pedro García-Caro is an associate professor of Spanish in the UO Department of Romance Languages.*



***Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine and the Miracle That Set Them Free*, by Héctor Tobar (Farrar, Straus and Giroux, October 2014)** “When the San José mine collapsed outside of Copiapó, Chile, in August 2010, it trapped 33 miners beneath thousands of feet of rock for a record-breaking 69 days. The entire world watched what transpired above-ground during the grueling and protracted rescue, but the saga of the miners’ experiences below the Earth’s surface—and the lives that led them there—has never been heard until now.

“For *Deep Down Dark*, the Pulitzer Prize-winning journalist Héctor Tobar received exclusive access to the miners and their tales. These 33 men came to think of the mine, a cavern inflicting constant and thundering aural torment, as a kind of coffin, and as a church where they sought redemption through prayer. Even while still buried, they all agreed that if by some miracle any of them escaped alive, they would share their story only collectively. Héctor Tobar was the person they chose to hear, and now to tell, that story.

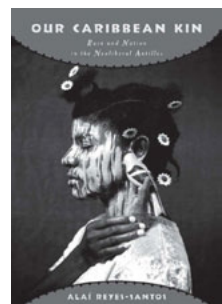
“The result is a masterwork of narrative journalism—a riveting, at times shocking, emotionally textured account of a singular human event. *Deep Down Dark* brings to haunting, tactile life the experience

of being imprisoned inside a mountain of stone, the horror of being slowly consumed by hunger, and the spiritual and mystical elements that surrounded working in such a dangerous place. In its stirring final chapters, it captures the profound way in which the lives of everyone involved in the disaster were forever changed.”—from the publisher. *Héctor Tobar is a visiting assistant professor in the UO School of Journalism and Communication.*



***Glaciares, cambio climático y desastres naturales: Ciencia y Sociedad en el Perú / Glaciers, Climate Change, and Natural Disasters: Science and Society in Peru*, by Mark Carey (Lima: Instituto de Estudios Peruanos; Instituto Francés de Estudios Andinos, November 2014).** “Covering 70 years of history in the Callejón de Huaylas and Cordillera Blanca, this book analyzes not what might occur in the future but rather what has already happened, how people perceived and responded to glacier disasters such as the 1970 avalanche that buried Yungay. It explores Peru’s amaz-

ing and highly successful engineering projects to contain deadly glacial lakes—projects that continue today as lakes threaten to burst and inundate cities. It also examines the problem of declining hydrologic resources from glaciers, which continue to affect energy generation, farming, and coastal irrigation. Ultimately, this is a book about how people adapt to climate change—or why they don’t. It provides concrete examples of what worked and failed in climate change adaptation policies, thereby offering critical lessons for future climate change adaptation and natural disaster prevention.”—from the publisher. *Mark Carey is associate dean of the UO Robert D. Clark Honors College and an associate professor of history.*



***Our Caribbean Kin: Race and Nation in the Neoliberal Antilles*, by Alai Reyes-Santos (Rutgers University Press, November 2014)**

“Beset by the forces of European colonialism, US imperialism, and neoliberalism, the people of the Antilles have had good reasons to band together politically and economically, yet not all Dominicans, Haitians, and Puerto Ricans have heeded the calls for collective action. So what has determined whether Antillean solidarity movements fail or succeed? In this comprehensive new study, Alai Reyes-Santos argues that the crucial factor has been the

extent to which Dominicans, Haitians, and Puerto Ricans imagine each other as kin. *Our Caribbean Kin* considers three key moments in the region’s history: the nineteenth century, when the antillanismo movement sought to throw off the yoke of colonial occupation; the 1930s, at the height of the region’s struggles with US imperialism; and the past thirty years, as neoliberal economic and social policies have encroached upon the islands.”—from the publisher. *Alai Reyes-Santos is an assistant professor, UO Department of Ethnic Studies, and a member of the CLLAS Executive Board.* ■

RECENT JOURNAL ARTICLES BY CLLAS AFFILIATED FACULTY

For descriptions of recent journal articles written by CLLAS-affiliated faculty and graduate students and in keeping with the CLLAS mission statement, go to our website at:

<http://cllas.uoregon.edu/research/journal-articles-2/>

Havana Hip Hop

by Charlie Hankin

Havana is often described as a time capsule: 1950s cars, crumbling buildings, and a relative absence of international monopolies. For me, it's another type of time capsule. Studying at the University of Havana in 2009 was by far the most significant and influential event of my life. Having the opportunity to return there this past summer reinvigorated my fascination with Cuban culture. I spent the month of August carrying out an ethnographic study of hip hop in Havana.

My interviews took me from the peripheral neighborhood of La Lisa in southwestern Havana to the distant municipality of Guanabacoa in East Havana. The artists with whom I spoke see hip hop culture as community activism, pacifism, and pedagogy. Rap is nonviolent protest music that allows artists to delve into themes that might otherwise be off limits. Most *raperos* in Havana told me hip hop changed their life: "Hip hop, more than a genre, is a way of life. [...] Our lives changed when we approached hip hop. For the spirituality, the vibes, the humanity and family that are breathed at a hip hop peña. It's different from any other genre. You might enjoy something musically, but you don't feel the same union. Hip hop makes you grow as a person." Equally striking: "This is our little piece of modern identity." On an island isolated from cosmopolitan culture by the US economic embargo and internal restrictions, hip hop allows artists to interact with modernity.

I had the opportunity to experience the community fostered by hip hop culture by attending "underground" concerts (peñas) and collaborating with three of the most important producers in Havana, recording violin tracks for *raperos*. A thrilling opportunity, recording



Charlie Hankin, center, with hip hop artists El Lápis, left, and Bárbaro "El Urbano" Vargas, right, in Havana, Cuba.

was also a wonderful way to address the oft-encountered problem of reciprocity in ethnographic fieldwork.

In addition to carrying out interviews and collaborations, I attended the tenth annual International Hip Hop Symposium, an official event of the Cuban Rap Agency. In the 1990s and 2000s, Cuban hip hop served as a vanguard for Latin American hip hop culture and gained international recognition. An international festival was held annually in Alamar, East Havana that attracted even significant North American artists such as Dead Prez, Black Star, The Roots, Common, and Mos Def. The group Orishas put Cuban hip hop on the world stage in 1999 with the album *A lo cubano*, mixing rap with Cuban *son*, but Orishas left Cuba to tour in Europe in the late 1990s and remained there.

Hip hop in Havana is currently in a precarious state, suffering from the absence of another significant group, the "underground" duo Aldeanos, who recently emigrated to Miami. Aldeanos brought rap lyrics to a level of outspoken criticism against the government and attracted a wide audience. As a *raper* I interviewed explained, "They began to write lyrics that no one else was brave enough to say." But living in the United States, Aldeanos

cannot maintain the same discourse of socially relevant lyrics with Cubans.

Despite what I've dubbed the "Cuban hip hop diaspora" and difficulties of being an independent musician in Cuba—threats of censorship, economic hardships, high cost of recording, scarcity of internet, inability to promote oneself, lack of media coverage for hip hop—artists there continue to grow and evolve. *Raperos* and producers are beginning to experiment with a more "Cuban" sound, departing from the North American beats they have tried to emulate during the past two decades. They are also looking to make hip hop more accessible: to address more universal themes with more danceable musical backgrounds.

A competitive youth hip hop festival began two years ago called "Creciendo en el hip hop" (Growing in hip hop). I predict that the talented and motivated young teenagers that make up the newest "Nueva Escuela" (New School) will learn from the suggestions and difficulties of their predecessors and recover a space where hip hop can thrive in Cuba. But it will perhaps never again be truly "underground," as *raperos* and producers increasingly search for ways to make money as artists and avoid being viewed solely as dissidents. We really can't blame them. ■

—Charlie Hankin completed his *Masters of Music in Violin Performance* at UO School of Music and Dance in December 2014. He will spend 2015 on a Fulbright ETA Fellowship in Brazil, where he will teach English and Music and investigate Brazilian hip hop culture, while developing proficiency in Portuguese. He then plans to pursue a PhD in Romance Studies, developing a comparative and interdisciplinary study of trans-Caribbean non-Anglophone hip hop culture. For videos & recordings from Charlie's research visit <http://charliehankin.wordpress.com/hip-hopcubano/>



CLLAS Scholar-in-Residence Is Also a Literary Artist

Ana-Maurine Lara is CLLAS's first ever scholar-in-residence. Born in the Dominican Republic, she grew up in East Africa and New York state and recently completed her PhD in African American studies and anthropology at Yale University.

Her published scholarship engages topics on Afro-Latin@ and Afro-Diasporic queer identities and aesthetics. She did fieldwork in the Dominican Republic from 2010-2013, interviewing GLBT activists, feminist scholars and activists, and key public intellectuals. Her first academic book (in-progress) is titled *Bodies and Souls: Sexual Terror in God's New World*, and is based on her graduate research, which focused on GLBT political activism and

the Catholic state in the Dominican Republic.

In a lecture titled "¡Santa!: Afro-Diasporic Ways of Being and Knowing" held by the Department of Anthropology on November 21 in front of a packed classroom of students and faculty, Lara talked about Catholic coloniality; the ethnography of the GLBT movement and traditional Afro-aboriginal ceremonial beliefs and practices; and Afro-diasporic ways of being and knowing, autonomy and sovereignty. She highlighted spiritual practices that included elements of African religions that came in with the slave trade, Catholicism that came in with Columbus and European colonizers, and Native ritual practices.

In a video recorded during her fieldwork in the Dominican Republic, she shared the space of ceremony where the priests and priestesses receive—the misterios, the luases, the santos. They arrive to deliver messages and blessings. The ritual space in the ceremonies is very

fluid, allowing participants to cross boundaries of sexuality and gender.

As Lara writes in a related publication, "much of everyday life for many Dominicans is committed to the spiritual realm.... there is a worldview and permeated social context in which the unseen and the seen worlds work together, where what is seen is imbued with the unseen, and where the unseen includes ancestors, spirits, demons, gods, and the forces of nature. The seen indexes the unseen world. Rituals, ceremonies, prayers and dreams mediate these worlds, and are part and parcel of everyday life."

Lara is also an award-winning novelist and poet. Her novel *Erzulie's Skirt* (RedBone Press) was a Lambda Literary Award Finalist in 2007. It's an interesting mix, the literary work of this gifted writer held up against her scholarly work. One informs the other, and expresses her own fluidity. ■

Empowering Oregon Latinos: The Latino Civic Participation Project

by Gerardo Sandoval, Associate Director, CLLAS, and Assistant Professor, UO Department of Planning, Public Policy, and Management, and Alex Macfarlan, UO Master of Public Administration Candidate

Sometimes, the best strategy for engaging community members in the complexities of planning and public policy decision-making is through play. This is one of the primary ways Professor Gerardo Sandoval has been reaching out to Latino communities in Oregon. Dr. Sandoval, the associate director of CLLAS and an assistant professor in the UO Department of Planning, Public Policy and

In contrast, the LCPP team literally uses a hands-on approach to enable Latino community members to directly articulate their local knowledge about community issues and propose solutions. In collaboration with UO students and urban planner and artist James Rojas, founder of Place It and the Latino Urban Forum, LCPP researchers directly engage local Latinos through “participation by play” sessions at locations inside their communities. “Participation by play” sessions use hundreds of recycled dioramas representing buildings, parks and other community landmarks to create a fun and engaging atmosphere in which participants can share stories and ideas about

on their ideas for improving conditions for Latinos.

Together with in-depth interviews and background research, the LCPP team found three key issues facing the Medford Latino community:

- Medford lacks enough public infrastructure to provide activities for young Latinos—including public parks in which Latinos feel welcome, sporting facilities accessible by young Latinos (such as skate parks and football fields), and enough social activities and venues for adolescent Latinos.
- Local Latinos feel that there isn’t a central public place, such as a plaza, in which the Medford Latino community feels safe and welcome to celebrate Latino culture (such as through community gatherings or holiday celebrations).
- Medford Latinos feel that they are not well represented in formal government positions and decision-making institutions.

The LCPP team communicates project findings to planning and public policy decision makers to better represent the needs and contributions of local Latinos.

LCPP’s first step in Medford was sharing the findings with the City of Medford commissioners, mayor, and chief of police along with many other Medford civic leaders at a public event organized by the UO Sustainable City Year Program. Following this event, there has been increasing momentum toward a continuing collaboration between the City of Medford, LCPP researchers, and community members aimed at better representing Latinos in defining city planning and policy priorities.

LCPP’s second step was attending the Greater Medford Multicultural Fair in September 2014 to share the findings with the local Latino community. Dr. Sandoval and UO students engaged about 100 attendees from across the Medford community, raising community awareness about important issues facing Medford Latinos.

The LCPP team is also partnering with CLLAS’s Latino Roots Project, which exhibits historical and ethnographic stories to promote awareness of the rich history of Latinos in Oregon. Many Multicultural Fair attendees expressed how much they enjoyed reading stories of Latinos’ cultural contribution to the area and wanted to bring the full Latino Roots exhibit to Medford. This partnership promises to enhance the LCPP and Latino Roots Project in the efforts to empower Oregon Latinos to get involved in public policy and planning decisions. ■



Using the “participation by play” model they helped develop, UO students speak with local residents about issues facing the Latino community at the 2014 Greater Medford Multicultural Fair.

Management, has been working with UO graduate students to design and test an outreach approach that meaningfully engages an often marginalized body of Oregonians—its diverse and rapidly expanding Latino communities.

Professor Sandoval and his graduate students developed the Latino Civic Participation Project (LCPP) to open a new channel of civic engagement and public participation tailored to the Latino community. Traditional public participation strategies used by local governments, such as town hall meetings or mail surveys, have largely failed to meaningfully engage Oregon Latinos. Why? Many Latinos see town hall meetings as unwelcoming and difficult to attend. Mail surveys are often solely in English and have low Latino response rates. There is also a lot of mistrust of traditional public engagement tools among Latinos. This limits the effectiveness of traditional strategies and results in much of the Latino population being left out of planning and public policy processes.

how to improve their neighborhood, town, or city.

LCPP researchers set up a scale model of the local area and ask participants to move the dioramas around the map and redesign their own neighborhood. While traditional public participation methods can be overly formal, “participation by play” is a fun and welcoming situation that allows participants to relax and express their views in conversation with the LCPP team. Participants identify important issues facing their community ranging from youth activities, to transportation, to support for Latino businesses. “Participation by play” sessions are run at “community hubs” or other locations that are considered “safe” spaces for Latinos, such as public schools.

LCPP’s spring 2014 outreach in Medford was conducted outside La Placita and El Gallo, two popular Latino businesses in the area. UO students and Dr. Sandoval engaged 300 local Latinos in conversation about issues facing the Medford Latino community and



UNIVERSITY OF OREGON

CENTER FOR LATINO/A AND LATIN AMERICAN STUDIES

6201 University of Oregon

Eugene OR 97403-6201

CLLAS Notes

CLLAS Notes is published by the Center for Latino/a and Latin American Studies. For more information, call (541) 346-5286, or visit: <http://cllas.uoregon.edu>

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request.

© 2015 University of Oregon

CLLAS Event Calendar

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

Winter Quarter 2015

- **CLLAS Graduate Student Grant Proposal Writing Workshop:** 1/22, 12–1:30 p.m., 330 Hendricks Hall.
- **CLLAS Visiting Scholar Presentation:** Ana-Maurine Lara (Anthropology), 2/12, 4–5:30 p.m., 140 Allen Hall.
- **Human Rights & Genocide Prevention Roundtable.** 2/19, 3:30–5 p.m., Collaboration Center, Knight Library 122.
- **CLLAS Grad Grantee Presentation:** “Djeoromitxi (Brazil) Language and Culture,” Thiago Castro (Linguistics). 2/26, 3:30–5 p.m., 330 Hendricks Hall.
- **Reception for Photo Exhibit.** CLLAS’s Afro-Descendant and Indigenous Peoples RAP presents a photo exhibit by the youth group *reconoci.do* from the Dominican Republic. 3/4, JSMA.
- **Lecture:** Jafari Sinclair Allen, 3/11.
- **CLLAS Symposium: “Public Engagement in Latin@ and Latin American Studies,”** 3/12, Knight Library, Browsing Rm.

Spring Quarter 2015

- **CLLAS Professional Development, Publishing Workshop:** Gisela Fosado, Duke University Press, 4/2. 330 Hendricks Hall.
- **CLLAS Faculty Grant Proposal Writing Workshop:** led by Gerardo Sandoval. 4/3, 12–1:30 p.m., 330 Hendricks Hall.
- **CLLAS Grad Grantee Presentation:** “Intimate Partner Violence and Immigrant Women,” Kathryn Miller (Political Science) 4/16, 3:30–5 p.m., Mills International Center (tentative).
- **Junior-Senior Faculty Conversation on Publishing.** 4/30, 3:30–5 p.m., 330 Hendricks Hall.
- **Latino Roots Celebration.** 6/4, 4–6 p.m., Knight Library, Browsing Room.
- **Retreat for Middle & High School Teachers: Human Rights.** 6/6, 10 a.m.–4 p.m., Knight Library 144, Edmiston Classroom.
- **Bartolomé de las Casas Lecture in Latin American Studies.**

“Public Engagement in Latin@ and Latin American Studies at UO” CLLAS SYMPOSIUM

March 12, 2015

Knight Library, Browsing Room

KEYNOTE ADDRESS

“DREAM ACT” Activists

Lizbeth Mateo & Marco Saavedra

RECEPTION & MUSIC

Puerto Rican Bomba with Proyecto Unión

PANELS

Advancing Latino Equity in Oregon: Education and Civic Public Participation for Empowerment

Human Rights and Social Memory in Guatemala

Latino History, Resources, and Public Education in Oregon

Afro-Descendant and Indigenous Music and Culture

CENTER for LATINO/A and LATIN AMERICAN STUDIES

For information: Eli Meyer, CLLAS Assistant Director, (541) 346-5714, emeyer@uoregon.edu
<http://cllas.uoregon.edu/symposium-2015/>



photo © Lynn Stephen