



Center for Latino/a and Latin American Studies

University of Oregon

CLLAS Notes

CLLAS Newsletter

Vol. 6 Issue 2

cllas.uoregon.edu

Spring 2015

From the Directors

CLLAS celebrated the beginning of spring with our first ever research symposium on March 12, 2015. Titled "Public Engagement in Latin@ and Latin American Studies," the all-day and evening event featured keynote addresses by young Dream Act activists Lizbeth Mateo and Marco Saavedra, four panels representing the four CLLAS Research Action Projects, a reception, and a dance and music performance by Puerto Rican Bomba & Proyecto Union. Between 200 and 300 people attended the day's series of events, which moved across campus between the Knight Library Browsing Room, the Gerlinger Hall Alumni Lounge, and the Frohnmayer Music Building. In attendance were teachers from Salem and Woodburn, a principal from Eugene School District 4J, community representatives from the Eugene/ Springfield area, several of the people interviewed in the original Latino Roots class, community activists and leaders, and many UO students, faculty, and administrators. Some people came for the music, some for the panel discussions, others for the lively and intense keynote talks, and some attended the full day of activities, but everyone enjoyed this high-powered engagement. We finished the day dancing together to wonderful music. To see a photo gallery of highlights by photographer Jack Lui, go to: <http://cllas.uoregon.edu/symposium-2015/photographs/>

We want to again thank all of our terrific event cosponsors which include the College of Arts and Sciences; School of Architecture and Allied Arts; the Latin American

DIRECTORS' LETTER *cont. on p. 2*

Testimonials & Film Synopses from Students in the 2015 Latino Roots Class



Dr. Sonia De La Cruz (left), who co-taught the Latino Roots class this year with Dr. Lynn Stephen, works with student Erica Ledesma on her video / photo by Alice Evans.

A grant from the UO Tom and Carol Williams Fund for Undergraduate Education helped fund "Latino Roots I and II" starting in 2011. Originally taught by Gabriela Martínez (SOJC) and Lynn Stephen (Anthropology), Latino Roots this year was co-taught by Dr. Stephen and Dr. Sonia De La Cruz. Latino Roots 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, Latino Roots teaches students how to produce a short video documentary from oral history interviews. Following are descriptions of films produced by three of this year's students. These films and others from the class will be aired during a celebration at Knight Library on June 4.

"Being Maya Quiché (Siendo Maya Quiché) 2015," by Erica Alexia Ledesma

I am studying ethnic studies and cultural anthropology. I took Latino

Roots because I wanted to learn about the history of Latin@s in Oregon, which is my very own history, too. Both my parents are Mexican immigrants and as I began to take this class I also began to ask my parents about their lives and their journey coming to the United States. This course was exceptional. It revealed a deep history of Latin@ roots that I didn't know. But most importantly, doing this project gave me the wonderful opportunity to learn about someone else's history and the roots they've created in Oregon.

The documentary, *Being Maya Quiché (Siendo Maya Quiché) 2015*, is a documentary that explores the life of Emiliana Aguilar, a Maya Quiché woman from Santa Cruz del Quiché, Guatemala, who arrived in Oregon in 2002. She came to Oregon due to health problems that were the consequence of living and growing up in Guatemala during the

war (1960-1996). This film explores the motives behind her arrival, her childhood experience marked by the civil war, and preserving and transmitting her language, culture, and traditions that have been shaped by her strong Maya identity. The overarching theme of this film is capturing how being Maya Quiché has shaped her life in Guatemala and Oregon. This narrative is important for the Latino Roots archive because it tells a particular story of how transnational experience for Guatemalans was initiated by the Guatemalan Civil War and U.S. intervention. Many, like Emiliana Aguilar, were internally and externally displaced from Guatemala. Emiliana never imagined coming to the United States. She left a big part of her life in Guatemala and has hopes of returning some day.

"Carlos Enrique Marquez," by Keaton Rogers

As an international studies major at UO, I took this class because I wanted to gain deeper insight into the lives of Latinos in Oregon. Through taking Latino Roots I & II, I have begun to understand the historical narrative regarding Latino and Latin American integration into the state.

I have taken away from this class a unique perspective into the racial, ethnic, and colonial past of Oregon. Most importantly, I was given the opportunity to create a documentary film that outlines the life of one man. My film, *Carlos Enrique Marquez*, is important not only because the film will be implemented into the Digital Archive here at UO, but also because it will give viewers a look into a con-

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UNIVERSITY OF OREGON

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Studies Program; the Departments of Anthropology, History, and Romance Languages; School of Music and Dance; School of Journalism and Communication; Counseling Psychology; Division of Equity and Inclusion; Academic Affairs; and UO Libraries. This event was also supported with funding from a Department of Education UISFL grant for Latin American Studies awarded to CLLAS and the Latin American Studies Program.

Our Research Action Projects (RAPs) have really consolidated and been generating numerous successful activities. The Afro-Descendent and Indigenous Peoples RAP worked with "Reconoci.do: Dominicans of Haitian Descent," a youth group in the Dominican Republic to bring a photographic exhibit to the Jordan Schnitzer Museum of Art and held a public discussion on Dominicans of Haitian descent. The Human Rights and Social Memory RAP has presented two curriculum workshops on genocide prevention and human rights for UO faculty, an all-day workshop for public school teachers, and is leading a global seminar for ten UO students in Guatemala in June and July 2015 focused on human rights. The Latino History RAP continues to coordinate the Latino Roots traveling exhibit which visited eight new venues this year and was seen by 10,000 more people, bringing the total to over 30,000 views of the exhibit in Oregon. The RAP is deeply involved in the June 4th celebration of the third class of Latino Roots students who have produced 16 new documentaries and donated new materials to UO Libraries Special Collections and University Archives to build the collection in Latino history. CLLAS has obtained funding to hire a part-time Latino Roots coordinator for AY 2015-2016. The Latino Equity RAP has largely concentrated its energy on the Latino Civic Participation Project (LCPP). Most recently the LCPP project has completed a series of workshops with consultant James Rojas in the cities of Eugene and Springfield focused on creating more inclusive parks for the Latino community, culminating with the Latino Festival with Huerto de la Familia. The project has reached hundreds of Latino families throughout Oregon and has generated many ideas for city governments and staff.

This year saw another first in CLLAS's first visiting scholar, Dr. Ana-Maurine Lara. Her research focuses on GLBT political activism and Catholic coloniality in the Dominican Republic. She is an award-winning novelist and poet. Dr. Lara gave almost a half-dozen talks on campus and was an active member of the Afro-Descendent and Indigenous Peoples RAP. She actively mentored UO undergraduate students and participated in a wide range of events on and off campus. She recently accepted a tenure-track position in the Department of Anthropology at the University of Oregon, and we are delighted to welcome her as a long-term colleague and contributor to CLLAS. Next year, CLLAS will host its second visiting scholar with the title of post-doctoral scholar with instructional responsibilities. She is Anabel Lopez Salinas who will be finishing her dissertation in Portland State's Public Policy program in the fall of 2015. She will be in residency at CLLAS from January-June 2016. Her research is on the transnational public participation of Latinas in Oregon. Anabel will be teaching two courses in the PPPM program and one course in the Latin American Studies program. She will also be an active participant and coordinator of the Latino Civic Participation Project. We are grateful to Latin American Studies and to the PPPM program for their support of her in the coming year. We are working with partners inside the UO to build permanent funding for this program.

Next year holds many exciting activities for us. On October 15, we will kick off the fall with an exciting event on Latina/os and Education featuring Dr. Patricia Gándara, UCLA Graduate School of Education and co-director, the Civil Rights Project at UCLA, and Dr. Gustavo Balderas, incoming superintendent, Eugene School District 4J. Look on our website for more details. In the spring, we are planning a community event focused on immigration.

Next year Gerardo Sandoval and Lynn Stephen will serve as co-directors as Dr. Stephen enters her last year as a director, stepping down in June of 2016. It will be an exciting year and one of transition as we bring in new leadership and continue with our mission of research and community engagement.

Wishing you a wonderful summer,

Lynn Stephen, Director, CLLAS; Distinguished Professor, Anthropology

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



CLLAS NOTES SPRING 2015

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OUR MISSION

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

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

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Daniel Tichenor one of 32 inaugural Andrew Carnegie fellows

UO's Daniel Tichenor, Philip H. Knight Professor of Political Science and Senior Faculty Fellow, Wayne Morse Center for Law and Politics, was chosen an inaugural Andrew Carnegie Fellow. Dr. Tichenor commented: "I'm ecstatic to receive the Carnegie fellowship. It's a nice vote of confidence in my past work and my new research blueprints. But I'm most excited about the fact that Carnegie support will make it possible for me to finish research and writing on a book titled *Democracy's Shadow: Undocumented Immigrants and the Quest for Inclusion*."

Michelle McKinley awarded a 2015 Fulbright Fellowship

Michelle McKinley, associate professor of law and former CLLAS board member, was named a 2015 Fulbright Fellow. This fellowship will support the expansion of McKinley's work on Hispanic urban slavery to Cartagena, Colombia and the viceroyalty of Nuevo Granada.

She is also the 2014 winner of the Ligia Parra Jahn Award, given for the best publication on women's history or publication written by a woman that began as a Rocky Mountain Council for Latin American Studies presentation. She was chosen for her *Journal of Family History* article: "Illicit Intimacies: Virtuous Concubinage in Colonial Lima."

Mark Carey receives Outstanding Faculty Advisor award

Mark Carey, associate dean, Robert D. Clark Honors College, and associate professor of history, received the Outstanding Faculty Advisor award. The Division of Undergraduate Studies and the All-Campus Advising Association (ACAA) received more than 200 nominations and 54 applications for the Excellence in Advising Awards.

Gerardo Sandoval a Rev. Dr. Martin Luther King Jr. Award winner

Gerardo Sandoval, associate director of CLLAS, was one of three UO faculty members honored in January as a 2015 Rev. Dr. Martin Luther King Jr. Award Winner. Dr. Sandoval, an assistant professor in the UO Department of Planning, Public Policy, and Management, was recognized for his commitment to making the UO campus a welcoming place and for embodying Dr. King's humanitarian spirit during an awards luncheon hosted by the UO Division of Equity and Inclusion.

Christopher Chávez wins Outstanding Early Career Award

CLLAS board member Christopher Chávez, UO School of Journalism and Communication, won the 2015 Outstanding Early Career Award given by UO's Office of the Vice President for Research and Innovation, which comes with \$1,000 in research support, a recognition memento, and highlighting of work. The award is granted to tenure track faculty members at the assistant professor rank.

Alaí Reyes-Santos receives Ersted Award

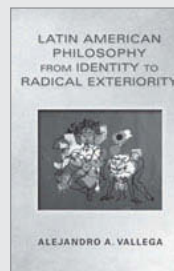
CLLAS board member Alaí Reyes-Santos, assistant professor of ethnic studies, was named winner of UO's 2015 Ersted Award for Distinguished Teaching.

Two Pulitzer Prize-winning journalists join SOJC faculty

Two Pulitzer Prize-winning journalists whose work has addressed the lives and concerns of Latino culture have joined the faculty of the UO School of Journalism and Communication. Brent Walth, managing editor for news for *Willamette Week*, accepted a full-time assistant professor of journalism position. He shared the Pulitzer Prize for public service reporting for stories *The Oregonian* wrote in 2001 about what was then the Immigration and Naturalization Service.

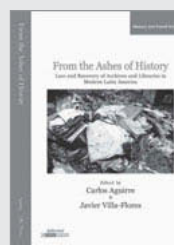
Hector Tobar has taught journalism classes in SOJC for the past year as a visiting assistant professor and recently accepted a permanent position. His latest work, *Deep Down Dark, The Untold Stories of 33 Men Buried in a Chilean Mine and the Miracle That Set Them Free*, is a *New York Times* bestseller and is a finalist for the National Book Critics Circle Award. The book also was listed in the *New York Times* 100 Notable Books of 2014.

Recent Books in Latino/a & Latin American Studies



Latin American Philosophy from Identity to Radical Exteriority, by Alejandro A. Vallega, Associate Professor, UO Dept. of Philosophy (Indiana University Press, Series: World Philosophies, April 2014). "While recognizing its origins and scope, Alejandro A. Vallega offers a new interpretation of Latin American philosophy by looking at its radical and transformative roots. Placing it in dialogue with Western philosophical traditions, Vallega examines developments in gender studies, race theory, postcolonial theory, and the legacy of cultural dependency in light of the Latin American experience. He explores Latin America's engagement with contemporary problems in Western philosophy and describes the transformative impact of this encounter on contemporary thought."—from the publisher

Carlos Aguirre, *La ciudad y los perros. Biografía de una novela* (Time of the Hero. The Biography of a novel). Lima: Pontificia Universidad Católica del Perú, 2015. Carlos Aguirre is professor of history and Latin American studies at UO and a member of the CLLAS Executive Board.



Carlos Aguirre and Javier Villa-Flores, eds. *From the Ashes of History. Loss and Recovery of Archives and Libraries in Modern Latin America* (Raleigh: Editorial A Contracorriente, 2015). "The essays in this volume explore several fascinating cases of destruction and recovery of archives and libraries and illuminate the ways in which those episodes help shape the writing of historical narratives and the making of collective memories."—from the publisher

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/> ■

We are the Face of Oaxaca chosen for national award

A book authored by Lynn Stephen, director, CLLAS, was named the recipient of the 2015 Delmos Jones and Jagna Scharff Memorial Book Award from the Society for the Anthropology of North America. *We are the Face of Oaxaca: Testimony and Social Movements* (Duke University Press, October 2013) tells the story of a massive uprising against the Mexican state of Oaxaca, which began with the emergence of the Popular Assembly of the Peoples of Oaxaca (APPO) in June 2006.

Dr. Stephen recently received two additional significant professional national and international awards. In March 2015 she delivered the Michael Kearney Memorial Lecture at the meetings of the Society for Applied Anthropology in Pittsburgh, awarded for an outstanding scholar whose presentation explores the intersection of three themes—migration, human rights, and transnationalism—and with a specific focus on a contemporary issue/problem. In May, she delivered the LASA/Oxfam America Martin Diskin Memorial Lecture at the annual meetings of the Latin American Studies Association in San Juan, Puerto Rico. That lectureship is offered at each LASA International Congress to an outstanding individual who combines commitments to activism and rigorous scholarship. ■

Research and documentation on a highly endangered indigenous language from Amazon

by *Thiago Castro*

The Djeoromitxí language is an endangered indigenous language spoken in the state of Rondônia in Northwest Brazil, in the Brazil-Bolivia border area. There are a total of 204 Djeoromitxí people, who share the area with nine other ethnic groups that speak distinct, and largely unrelated, languages. Frequent interaction with other groups, interethnic marriage, contact with the non-Indian community, and various other factors have led most of the indigenous people to speak more Portuguese than their mother language. This linguistic diversity of languages and language families in the same community is favorable to the superimposition of languages.

Djeoromitxí is now highly endangered, despite being the major indigenous language in the community and one of the few indigenous languages of instruction in the indigenous village. Currently, there are about 50 Djeoromitxí speakers, most of them more than 35 years old. They do not speak Djeoromitxí on a day-to-day basis, nor is the language being transmitted to the younger generations. However, its description and documentation can provide relevant data to the typological inventory of languages of the world. Furthermore, it is possible to use documentation of the Djeoromitxí language and culture as a source of ethnographic data.

The primary goal of my trip last summer, partially supported by the summer graduate student research grant from CLLAS, was to continue the documentation of the Djeoromitxí language and culture. I visited two indigenous villages and worked mainly with three indigenous teachers and two elder people. As methodology, I performed several elicitation sessions with native speakers, using interviews and wordlists. I analyzed 45 minutes of text recordings. In addition, I obtained more than 1¼ hours of linguistic data, using stimulus materials developed by the Max Planck Institute in Germany.

With the help of native speakers of the indigenous language, I transcribed some of the material collected during the summer along with texts collected previously. These texts will form the basis for the elicitation of morphosyntactic properties of the language. A recommended method for circumventing the unreliability of grammaticality is creating minimal pairs or sets by replacing words or morphemes of the sentences from the texts. For example, if one wants to know how singular and plural are distinguished or if there is an agreement between certain constituents in relation to the number, one can with-



Thiago Castro, left, documents the Djeoromitxí language with a native speaker / photo courtesy of Thiago Castro.

draw a sentence of text with a single argument and ask, “What would you say if it was not just one but several X?”

My project mainly deals with primary data, which constitute the core of language documentation and include audio or video of a communicative event—a narrative, a conversation, and so on—but also annotations. All the primary data produced so far from my work on Djeoromitxí is stored in the language archive at Museu Goeldi in Brazil, which contains metadata of the projects and sessions. The metadata about the projects includes information about the project(s) under which the data were collected. The metadata about the session comprises information such as: name of the session (the session identified within the general corpus); when and where the data were recorded; who was recorded and who else was present at the time; who made the recording and what kind of recording equipment was used; indication of the quality of the data; a brief description of the content of the session, which includes the topic of what was recorded, what kind of communicative event was documented, whether narrative, conversation, song, and so on; and links between different files, which together constitute the session—for example, a media file and a file containing transcription.

My research project is a long-term commitment. I am interested in training members of the indigenous community to work in language documentation and revitalization. All the Djeoromitxí indigenous teachers know how to write consistently in the language. With more training in transcription and technology usage, they may be able on their own to carry out work on language projects. I believe that the linguistic research can be produced simultaneously with the community’s interests and necessities. Although there have been some revitalization efforts, with Djeoromitxí being one of the indigenous languages taught in the community school, this is far from enough to allow Djeoromitxí to be efficiently transmitted. In the last several years, the indigenous teachers have been asking for improvement of the pedagogical material that already exists, which includes school-prime books (books to teach people how to write and read in the indigenous language) and a dictionary. I am certain that my project can generate results that will be helpful for inclusion in these types of materials. ■

—*Thiago Castro is a PhD student at the UO Department of Linguistics. His main goal in the doctoral degree is to write a grammar of the indigenous language and join efforts with the community to revitalize the language.*



Young men of the indigenous Djeoromitxí people, who live along the Brazil-Bolivia border, wait to participate in a canoe race / photo courtesy of Thiago Castro.

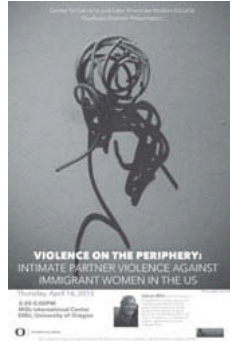
Immigration and Gendered Violence

by Kathryn Miller

Just as in the broader U.S. population, immigrant women are subject to gendered violence in their own homes. Unlike in the general population, however, these women's experiences of intimate partner violence (IPV) are layered with the complex vulnerabilities of immigration status. Many come to this country on conditional visas that require them to stay in their relationships in order to maintain their authorization status. This becomes a particularly troubling characteristic of conditional visas when the relationship is abusive. I was in New York City to talk to people—to learn from immigration lawyers, and non-profit workers about the relationship between government policies (or the absence thereof) and the plague of IPV committed against immigrant women in this country. These are the people on the front lines, facilitating interactions between immigrant women seeking to sever the conditional visa status that tethers them to their abusers, and the government institutions tasked with delegating the very limited immigration relief.

The existing relief visas were established by the Violence Against Women Act (VAWA). One, commonly called the U visa, has an annual cap of just 10,000. The first U visas were issued in 2009, and the cap has been easily reached every year since 2010. According to U.S. Citizenship and Immigration Services, the backlog of U visa applicants has reached almost 40,000. U visas in particular were created to facilitate police investigations and the prosecutions of those committing these crimes—women are granted the visa so that they are free to testify against their abusers without fear of retaliatory deportation or detention.

Alex's office is in an unassuming building in lower Manhattan, just blocks from Wall Street and the heart of the financial district. Her desk looks like mine, piled high with papers and books. She is an immigration lawyer for a prominent nonprofit organization. Her job is to help women



get independent visas so that they can escape their violent relationships.

Despite the considerable need, Congress refused to increase the number of U visas when it last reauthorized VAWA. Alex asked, rhetorically, “[i]f the whole point of the [U] visa is to help law enforcement, why would you limit the number?” Her question suggests an answer having less to do with the policy’s stated logic, and more to do with the narrative surrounding the immigrant women it purports to help.

The reauthorization of VAWA stalled in part because of Republican fears that to increase the number of U visas would open the door to immigration fraud. The focus of the debate shifted away from stopping gendered violence, and toward the trustworthiness of those survivors courageous enough to seek immigration relief. Alex lamented this: “It’s frustrating for me... There are these women who are breaking free of abusive relationships, getting their children into safer situations,...reporting family members for terrible things that they’ve done, and it just bothers me that they get brushed with this whole illegal alien paintbrush.” With a sigh of frustration, she added: “This person put a rapist in jail. That’s an amazing thing that they’ve done, and it’s good for society... The fact that the VAWA reauthorization process was so contentious was really upsetting. I mean, who’s against this?”

For Alex, the effects of these debates and the resulting policy limits are clear—many women who ought to have access to immigration relief so that they can excise themselves from violent relationships are instead forced to stay. This research seeks to explain the political and institutional dimensions of why and how these women are forced to stay. Through a better understanding of the role of government policies in this context, we can move closer to ending this form of gendered violence. ■

—Kathryn Miller is a PhD Candidate in the Department of Political Science. Her dissertation, *“Violence on the Periphery: Gender, Migration, and Gendered Violence against Immigrant Women in the U.S. Context,”* examines the role of U.S. governmental institutions in intimate partner violence against immigrant women and women seeking asylum. Her research interests focus on gender and migration, gendered violence, and language politics.

Ana Lara Completes Her Tenure as CLLAS Visiting Scholar

It has been an honor and a pleasure to be a Visiting Scholar with CLLAS this past academic year. I have been amazed at the breadth and range of activities and by the opportunities to meet with activists and scholars through public lectures and talks, the Afro-Descendant and Indigenous Peoples Research Action Project, the CLLAS Symposium, and the Reconoci.do event. I have also had the pleasure to work with students while teaching in the Department of Anthropology. The winter course Race, Gender & Political Economy was a chance to go in depth on topics that are dear to my heart: the formation of racial, gender and sexual ideologies in Latin America.

All the while, I have not stopped working on my own research—and having the institutional support to be able to do that is invaluable. I feel really good being in a context where I can speak with other scholars who are also deeply committed to the communities in which they work, and who are engaged with questions about human rights, ethnographic methods, and critical research. My research is with LGBT activists in the Dominican Republic, and my analysis is on the role of the Catholic Church in processes of racial, gender and sexual formations in the New World. UO Libraries and the conversations at CLLAS and in other departments throughout the university have deeply stimulated my own thinking and creative-intellectual process as I move forward with the completion of my book-in-progress, *Bodies and Souls: Sexual Terror in God’s New World*.

My time as a Visiting Scholar has also included successes in collaborations. In 2015, Professor Alaf Reyes-Santos (Ethnic Studies) and I received a fellowship from CUNY Centro de Estudios Puertorriquenos

& the Dominican Studies Institute to conduct a qualitative study on Interethnic Dominican Puerto Rican families. We met with families and individuals in New York City, and had a chance to learn about their particular points of view and the challenges they face in their communities. The results of the study were presented on May 1 at Hunter College and will be published in September 2015, and I hope will contribute to the plethora of CLLAS’s work with Latin American and Latino/a communities across the country.

And, as an artist-scholar, it has been a privilege to be in collaboration with CLLAS and to have the chance to work as a scholar, but also to maintain my public artistic life. I had occasion to deliver the Sally Miller Gearhart Lecture this year through the Department of Women’s and Gender Studies, and I have received two major grants from the MRG Foundation and the Oregon Arts Commission to carry out public writing-performance art projects. The first took place on May 15 at the Portland Art Museum with the performance of *The Hope Chorus*, which asks, What is hope in America today? The second performance, *Landlines*, is an exploration of home and homeland, which will take place in August 2015 as a public performance procession. I am proud to walk in the tradition of other artist-anthropologists (Zora Neale Hurston, Ruth Behar, Gina Ulysses), and to be able to do so first as a Visiting Scholar with CLLAS.

Starting in September 2015, I will be coming on board as an assistant professor with the University of Oregon Department of Anthropology. I am very excited, and looking forward to continuing my work with UO students and colleagues.

—by Ana-Maurine Lara, CLLAS Visiting Scholar

Reforzando las Redes de Apoyo para los Estudiantes Latin@s de la Universidad de Oregon Project

by Angel Dorantes, Claudia Holguín Mendoza, Audrey Lucero, & Luz Romero Montaña

In 2014 we received a CLLAS grant to examine the experiences of self-identified Latin@ undergraduates at the University of Oregon. In particular, we were interested in knowing more about how these students perceive and negotiate the academic and sociocultural expectations of a flagship state university. In addition, we wanted to gather information that would be useful to administrators as they continue to improve the recruitment and retention of Latin@ students.

The idea for this project was born at a meeting of the Latin@ Strategy Group last fall. The Latin@ Strategy Group (LSG) is an emerging alliance of faculty, staff, students, and community members collaborating to improve educational access and equity among Latin@ students at UO and in the local area. The LSG seeks to make our mentoring and advocacy work for and with Latin@ students visible to the wider university community, to coordinate with networks of support already in place, and to advocate for the expansion of resources in accordance with increasing Latin@ student enrollments.

In the course of the LSG discussion about the experiences and needs of Latin@ students, we realized that we didn't have any actual data on what those were. Rather, we were relying on anecdotal evidence and our own perceptions of the Latin@ student experience on campus. We realized that these perceptions may or may not align with what students actually want and need in terms of services and support.

In order to address this issue, the four of us developed a comprehensive Qualtrics survey addressing a broad range of issues. A literature review highlighted four areas likely to influence Latin@ students' experiences in college: personal factors (like academic self-concept and financial resources), environmental factors (such as the presence of an ethnic community or a hostile racial climate), involvement factors (such as faculty mentorship and involvement in clubs), and sociocultural factors (such as community orientation and evolving identity development). We sent the survey electronically to all self-identified Latin@ undergraduates at UO—a total of about 1,700 students. Students could complete the survey in either Spanish or English.

To date we have received over 100 completed surveys, primarily in English. We also invited a small number of those who completed the survey to participate in a private semi-structured qualitative interview with one of us. The questions we asked during inter-



Prof. Audrey Lucero presents findings on "Latino Parent Perceptions of Dual Language Education in Oregon Schools" at the CLLAS Symposium / photo by Jack Liu.

views were designed to provide more depth to the survey answers, which were mostly 5 point likert-type items (strongly disagree to strongly agree). So far five qualitative interviews have been conducted.

Although we are still early in the data analysis phase, we have been able to identify general barriers facing Latin@ students as well as the negotiation strategies they employ to be successful. Within this frame, three main themes have begun to emerge. First, many students felt that they did not know enough about support services available to them on campus. They reported receiving ample information about admission requirements, academic programs, and financial aid. However, some reported having received poor advising or not being able to access services due to a lack of information. This is an ongoing concern for the LSG, since we want to ensure access to the many resources available on campus.

Second, many students have experienced a sense of isolation and lack of connection to the campus community as a member of an under-represented group. In particular, they identified the need for more inclusive cultural groups at UO. At present, their only options for Latin@-focused groups are MEChA or Mujeres. Both groups are overtly activist in nature, and not all college-aged Latin@ students are comfortable with that kind of activist agenda. This suggests a need for more diverse groups that serve different student engagement goals, such as career development, cultural celebration, leadership skills, etc.

Third, in general students felt that they had good relationships with some faculty and staff. However, they also reported negative experiences with other faculty and staff, especially advisors who they felt did not understand their specific needs as culturally and linguistically diverse students. This finding suggests a need to build capacity among faculty and staff university-wide so that these students can get access to information and support from many places, instead of relying on a few known supportive people.

Our work on this project continues, and we look forward to sharing our final findings with university administrators to help improve the UO experience for the growing population of Latin@ students. ■

—Angel Dorantes, doctoral student in the Critical and Sociocultural Studies in Education Program. Claudia Holguín Mendoza, assistant professor of Spanish linguistics; director, Spanish Heritage Language Program, Department of Romance Languages. Audrey Lucero, assistant professor of language and literacy education, College of Education. Luz Romero Montaña, doctoral candidate in the Department of Romance Languages.

Latino Parental Engagement in Oregon Dual Language Schools

by Audrey Lucero and Edward Olivos

In 2014 we received a CLLAS grant to examine the perceptions of Latino parents whose children are enrolled in Spanish-English elementary dual language programs in Oregon. In dual language programs, teachers provide content instruction in both Spanish and English daily, and all children in the program are expected to become bilingual. In recent years, the number of such programs in Oregon has grown, in part due to a grant from the Oregon Department of Education (ODE). In 2013, ODE awarded grants to eight schools around the state to implement or expand dual language programs. We wanted to understand parents' experiences with these programs, as well as expectations for their children's success in them.

This project was undertaken in concert with the ODE and the Association of Teachers of Dual Language Education (ATDLE). The Oregon English Learners Statewide Strategic Plan also guided it. One of the goals of the strategic plan is to ensure that language minority children have access to quality programs that promote English language development, dual language development, and achievement in core subject areas like reading and math. Therefore, our goal was to understand parent engagement—a very important aspect of school success—in dual language schools. The research question guiding the study was, "What perceptions do Latino parents have about the dual language program in which their children are enrolled?"

In Spring 2014, ODE and ATDLE administered bilingual surveys to parents in grant-receiving schools, asking about perceptions, experiences, and recommendations for dual language education in their child's school. Based on results from those surveys, we developed a number of focus group questions that go beyond the simple "agree" or "disagree" options on the survey. For example, we wrote a question that said, "Would you recommend this program to other families? If so, why? Please be specific." [*Les recomendaría este programa a otras familias? Si sí, por qué? Sea específico, por favor.*] We used these questions

to conduct focus groups with Latino parents in four schools that received ODE grants around the state. Information gathered from these focus groups is intended to be useful to state-level administrators as they continue to develop and implement more dual language programs to meet the needs of Latino students statewide.

We are only in the early stages of data analysis, but already a few key themes have emerged. First, parents are overwhelmingly satisfied with the dual language programs that serve their children. They feel that having access to academic content in both languages helps their children be more engaged and successful in school. Second, parents feel that it is important for all children in their school communities to be bilingual, including English-dominant children. They believe bilingualism is both a cultural and a practical asset. Third, Latino parents whose children are served by these programs feel valued and respected by teachers, administrators, and other parents. They generally reported being active or very active in their children's schooling, and many felt this would not be possible in a traditional English monolingual school.

As we continue to analyze our focus group data, we will continue to flesh out these themes and also to identify others that may influence the success of dual language programs and ultimately lead to better educational outcomes for Oregon's Latino population.

—Audrey Lucero, assistant professor of language and literacy education, College of Education.
Edward Olivos, associate professor of education studies, College of Education.

Oregon Latina/o High School Students and Equity

by Ellen Hawley McWhirter

Persistent national achievement and attainment gaps between Latina/o and non-Hispanic White students are clearly manifested among Oregon high school students, with continuing disparities in the dropout rate, the proportions who earn their high school diploma in four years, meet 11th grade achievement standards, and take the PSAT, the SAT, and the ACT tests for college entrance, and achievement on these measures.

Educational achievement and attainment have significant, life-long effects on employment, health, social mobility, and civic participation. High school graduates earn 24 percent more money over their lifetimes than those who do not graduate from high school.

Decisions made in high school about coursework, extracurricular activities, risky behavior,



Students listen to keynote speaker Dolores Huerta at 2015 Cesar E. Chavez conference / photo by Ellen McWhirter.

and personal capabilities deeply affect postsecondary options, and are often portrayed simply as individual decisions. But high school student lives are shaped by dynamic school, familial, societal, sociocultural, and economic contexts. Research on Oregon Latina/o adolescent experiences, attitudes, and behaviors in high school can illuminate contextual factors that constrain or enhance educational persistence and attainment.

With grant funds from CLLAS, I am preparing a report on Latina/o high school students and equity in the state of Oregon. This report is part of a Research Action Project coordinated by Gerardo Sandoval entitled "Advancing Latino Equity in Oregon." In an ongoing collaboration with the Cesar E. Chavez Leadership conference, I have nine years of annual data from 800-1500 Latina/o high school student conference participants from 65 to 90 schools in Oregon. The survey instrument varies each year, is administered in English and Spanish, and includes measures of immediate postsecondary plans, barriers experienced in school, self-efficacy for managing schoolwork and for learning math, science, and language arts, connectedness to school, critical consciousness,



Ellen McWhirter spoke about her research at the CLLAS Symposium / photo by Jack Liu.

their experiences of microaggressions while in school, and their engagement in school, extracurricular activities, helping others, and Spanish language engagement. Two undergraduates and 17 graduate students in counseling psychology and in prevention sciences have collaborated in research projects utilizing these data sets over the past nine years. This data can help illuminate some of the salient factors associated with Oregon Latina/o high school students' experiences, achievements, and postsecondary plans.

With respect to postsecondary plans, it is encouraging that the majority of conference participants plan to enroll in community college or four-year college programs. However, within group differences include that, in 2014, those completing the survey in Spanish and Latino boys were more likely than those completing the survey in English and Latina girls

not to plan on pursuing enrollment in two- or four-year colleges. Those responding in Spanish were more likely to consider dropping out than those responding in English, and girls were much more confident they would continue their education after high school than boys.

In 2011, the barriers to most frequently affect students in school were the same for girls, boys, and those responding in English and Spanish: Not enough money, confidence, or help figuring out steps to take, parents' lack of access to information, and not smart enough. Latino boys were more often affected in school by lack of support from friends, having a job, and teachers' low expectations, while Latina girls were more often affected by family responsibilities at home. Those responding in Spanish were more affected than those responding in English by barriers including lack of access to opportunities, having a job, home/school communication, immigration status, and language barriers.

Latina/o students who reported experiencing more microaggressions at school were less connected to school, reported lower grades, were more likely to consider dropping out, and planned for less postsecondary education. While 34 percent of participants reported that other students never make racist comments about Latina/os, 22 percent reported that this occurs weekly or daily. Nearly three-quarters of the students indicated that teachers or staff never make racist comments about Latina/os, but 17 percent of students reported that this happens more often than monthly. We also explored cultural affirmation, or how often students and parents feel welcomed and respected at the school, and how often non-Latino students and staff show interest and respect for Latino culture. Students reporting higher cultural affirmation also reported higher grades, higher connectedness to school, lower consideration of dropout, and lower barriers associated with academic support and self-efficacy.

The final report will summarize these and numerous other findings, along with state-level data reflecting the status of equity efforts for Oregon Latina/o high school students. The report will also describe promising programs across the state that support Latina/o high school students' educational persistence, achievement, and postsecondary educational attainment. ■

—Ellen Hawley McWhirter is the Ann Swindells Professor in Counseling Psychology and Program Director of the doctoral program in Counseling Psychology. Her research includes a focus on risk and protective factors in the career development and educational attainment among Latina/o adolescents.



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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.

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LATINO ROOTS, *continued from p. 1*

temporary story of fatherhood, immigration, and joining the workforce. In its entirety, the film highlights the positive experience of coming to Oregon for Carlos and the importance of being a father to his son, Izel. Within this narrative, the transition from working in agriculture to the culinary arts is also revealed.

"Bridging Cultures," by Nicole Johnson

As a student of anthropology and Latin American studies, I am extremely appreciative for the development of my background as an anthropologist and also for the introduction to cinema studies and filmmaking that I received in the Latino Roots course. Through the course, I have applied and strengthened my oral history interview skills, learned the basics of documentary filmmaking, and gained a broader perspective of the history of Latin@s in Oregon and the United States. This class enabled me to combine my broader understanding of the history of Latin@s in Oregon with the personal story of a constituent of Oregon in order to underscore the combination of cultures that occurs when a person assimilates into a new place. My film, *Bridging Cultures*, tells the story of one man's integration of Oregon culture into his personal culture, and the obstacles he faced and overcame when dealing with acculturation.

Leaving one's family, adapting to new societal norms, and learning a new language are not challenges that every person is faced with, so it is important to be sensitive to the struggles and sacrifices people of other cultures face when entering into a new society in hopes of bettering their socioeconomic situation. Many adults, young adults, and children's stories echo the story told in *Bridging Cultures*. ■

2015-16 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://cllas.uoregon.edu/grant-opportunities/>

Graduate Student Research

Lifestyle change, hormone levels, and parasitic disease risk among the Shuar in Ecuador—Theresa Gildner, PhD (Anthropology)

This study examines how hormone levels and economic change influence parasitic infection by comparing rural and urban areas with respect to testosterone profiles and parasite load as part of the Shuar Health and Life History Project. The results will clarify associations between lifestyle change, hormone levels, and parasitic disease risk and will also help target public health strategies and produce knowledge that will be used to help alleviate the physical suffering of participant communities.

Latin American Iconicities of Absence: A Cognitive Poetic Approach to Mirtha Dermisache's "Unreadable" Books—Julia Gómez, PhD (Comparative Literature)

Gómez will visit Argentine conceptual artist Mirtha Dermisache's book archives in Buenos Aires. "Her 'unreadable' books allow us to bridge the study of Latin American artistic and cultural expressions to the concrete, empirical situations that give rise to literature. To engage her work, I draw from cognitive processes described by cognitive science and extend these considerations to hybrid visual and poetic

forms. My approach helps to explain how viewers' perception of the unmarked space in Dermisache's book productions stimulates the socially located, embodied mind toward a subsequent interpretive response—one that distinguishes Latin American conceptual writing's tenets from those stemming from North American practices."

Who's telling the 'crisis'? Examining Latino and Non-Latino sources in journalistic coverage of immigrant children on the U.S. border—Ricardo Valencia, PhD (Media Studies)

This research will examine the journalistic coverage of the flow of immigrant children in U.S. newspapers.

Faculty Collaborative Research

Art and Human Rights in Latin America—June Black (JSMA), Carlos Aguirre (History), and Stephanie Wood (WHP).

This project seeks to examine how artists have responded to human rights abuses in Latin America and along the border between Mexico and the U. S. during the 20th and 21st centuries. The project will eventually include an exhibition at the Jordan Schnitzer Museum of Art (JSMA) scheduled to be on view from September 2016 through September 2017 with related public programming; a UO course (to be offered during the 2016–17 academic year); related films during the Cinema Pacific film festival (spring 2017); and an edited volume with a website for additional digital content.