

CLLAS Notes

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CLLAS

CENTER FOR
LATINO/A & LATIN
AMERICAN STUDIES



Left: Featured speakers Dr. Patricia Gándara and Eugene School District 4J superintendent Dr. Gustavo Balderas address the crowd at Ford Alumni Center. Below: Audience and presenters line up for a reception provided by the UO Division of Equity and Inclusion. Photos by Mickey Stellavato.

RENOWNED SCHOLAR TAKES THE STAGE WITH EUGENE DISTRICT 4J SUPERINTENDENT

UO faculty, staff, and students join teachers and community partners at K-12 forum to discuss Latino/a education

by Ellen Hawley McWhirter

More than 250 students, faculty, educators, parents, and other community members attended “Latina/os and K-12 Education: Bridging Research and Practice” on October 15, making it one of the most well-attended events in CLLAS history. Organized by CLLAS in collaboration with the UO Division of Equity and Inclusion in celebration of Latin@ Heritage Month, the event featured renowned scholar Patricia Gándara and new Eugene School District 4J superintendent Gustavo Balderas. The aim was to highlight some

of the most salient issues for young Latina/os across the K-12 spectrum, with a focus on our Oregon context: How can we best facilitate the educational experiences of Latina/o students and their families? What can we learn from ongoing research on this topic, and how can we infuse that knowledge into our everyday educational and community practices?

CLLAS co-director and event emcee Gerardo Sandoval welcomed the standing-room-only crowd in the Giustina Ballroom at Ford Alumni Center, followed by remarks from UO administrators Sari Pascoe, the Division of Equity and Inclusion’s assistant vice president for campus and community engagement; Susan Anderson, senior vice provost for academic affairs; and Krista Chronister, assistant dean for equity and inclusion, College of Education. Next, the two featured speakers addressed the audience in turn.

Dr. Patricia Gándara, Distinguished Visiting Scholar at Wayne Morse Center for Law and Politics and the College of Education, presented a “five-by-five” model for supporting Latina/os in K-12 education systems. First, she advised that educators and others recognize, affirm, and incorporate five important assets that Latina/os bring to our classrooms and communities: language, multicultural perspectives, a collaborative culture, resilience, and immigrant optimism. All too often, these assets are ignored or minimized. Instead, we focus attention on young Latina/o students as if they are problems to be solved, or we only attend to the barriers that they face. Next, Dr. Gándara encouraged the audience to engage in five practices that “capture immigrant optimism.” Specifically, we should ensure that every Latina/o student (1) builds a relationship with at least one caring adult at school, (2) connects with school, for example, participating in at least one extracurricular activity, and (3) develops a supportive peer group. For Spanish speakers, it is critical that we (4) provide the opportunity to build upon their primary language, developing, preserving, and



strengthening their bilingual advantage. Finally, we should (5) engage and involve Latina/o parents, drawing their rich experiences, cultural perspectives, and other assets into our schools.

Among her extensive accomplishments, Dr. Gándara is co-director of the Civil Rights Project/ Proyecto Derechos Civiles of UCLA and a long-time professor of education in the University of California system. Previous roles include associate director of the Linguistic Minority Research Institute, and director of education research in the California legislature. She has authored seven books and more than 100 articles and reports on educational equity for racial and linguistic minority students, school reform, access to higher education, the education of Latino students, and language policy.

Dr. Gustavo Balderas, who took the helm July 1 as Eugene 4J School District superintendent, shared perspectives formed by 25 years as an educator. His experience includes serving as a high school teacher and counselor and as an elementary and middle school administrator in Oregon, as well as more recent service in superintendent roles in two California school districts. Dr. Balderas discussed some of his personal experiences as a Latino student in Oregon schools. Setting the context, he described the 4J district as the seventh

LATINA/OS & K-12 EDUCATION, cont. on p. 4

FROM THE DIRECTORS

We’re delighted to share with you Dr. Ellen McWhirter’s lead article at the top of this page, which summarizes our big fall event, “Latina/os and K-12 Education: Bridging Research and Practice.” This immensely successful gathering, part of UO’s celebration of Latin@ Heritage Month, drew a standing-room-only crowd eager to interact with acclaimed scholar Dr. Patricia Gándara and Eugene 4J School District’s outstanding new superintendent, Dr. Gustavo Balderas. As always, an event of this magnitude required careful planning and effort among staff and all those involved, and it brought in a rich turnout of students, faculty, staff, public school teachers, parents, and community—and even some teachers from outside the Eugene-Springfield area and faculty from Oregon State University. One of the key themes was building on assets and Latino’s cultural identity to shape curriculum and student support. Four UO faculty members from the UO School of Education gave brief talks about their related research projects. Every October, we plan to do a high impact event like this that focuses on one key issue facing Latinos.

DIRECTORS’ LETTER cont. on p. 2



UNIVERSITY OF OREGON

DIRECTORS' LETTER, *continued from page 1*

For winter and spring terms, we'd like to welcome our new CLLAS Visiting Scholar, Anabel Lopez-Salinas, a native of Oaxaca, Mexico. She holds a master's degree in regional and technological development from the Instituto Tecnológico de Oaxaca. Her focus was on economic development and migration between the United States and the Mixteca, the poorest region of Oaxaca and the birthplace of her parents. In 2010 Anabel came to Oregon to pursue a PhD in public affairs and policy at Portland State University. Since her arrival, she has worked and volunteered with the Latino immigrant community in Oregon and served as board secretary of the Beaverton Hispanic Center. While working on her dissertation, entitled "Exploring Transnational Economic, Social, and Political Participation of Mexican Immigrants in Oregon," she has interviewed immigrants and public officials on the economic, political, and social incorporation of immigrants in Oregon. While at the University of Oregon, she will help coordinate the CLLAS Latino Civic Participation Project (LCPP).

In November, our findings from LCPP's outreach efforts to Latinos in Eugene were presented to the City of Eugene Parks and Recreation staff. The City of Eugene is updating its Parks and Recreation Plan and is interested in creating more inclusive parks for the Latino community. LCPP helped them outreach to almost 400 Latinos in the area. The findings resonated with city staff because we also had them participate in the actual outreach workshops along with UO students who led the efforts. You can read more about that in Dr. Platt's article on page 7. We are now going ahead with Part II of that project, which will involve thinking through the implementation of the key recommendations. In 2016, LCPP will be doing outreach and collaborating with the city of Redmond, which is seeing the fastest growth of the Latino population in central Oregon. The project will be in collaboration with the UO Sustainable Cities Initiative.

Coming up spring term on Friday, May 13, CLLAS will host another big event, a community forum on "The Current State of Immigration." Sessions will focus on migration by the numbers and demographic implications; a historical perspective to where we are now, leading up to the 2016 election; labor; civic participation in urban spaces; and family and gender. Stay tuned for more details.

Lastly, I'd like to welcome back Dr. Lynn Stephen, returning to CLLAS as co-director from her research fellowship with Oregon Humanities Center. The winter and spring terms will be Dr. Stephen's last stretch with CLLAS, which she has guided since its inception.

Saludos, Gerardo Sandoval, Co-director, CLLAS; Assistant Professor, Department of Planning, Public Policy, and Management

NEWS & UPDATE

Human Rights and Social Memory in Latin America

"Collective Memory and Human Rights in Guatemala: Lessons from the Past and Challenges for the Present," a one-day international seminar devoted to human rights, took place in Guatemala City on June 25, 2015, and was attended by more than 120 faculty, students, NGO workers, archivists, diplomats, and others.

UO professors Carlos Aguirre, Department of History; Lynn Stephen, Department of Anthropology and CLLAS co-director; and Gabriela Martínez, School of Journalism and Communication, made presentations along with Kate Doyle of the National Security Archives. The seminar was hosted by the University of San Carlos and the Historic Archive of the Guatemalan National Police, and cohosted by the University of Oregon through the sponsorship of the Carlton and Wilberta Ripley Savage Endowment for International Relations and Peace and the Network Startup Resource Center.

Professor Stephen noted in early September shortly after returning from her summer research work that the Guatemalan Congress had just removed immunity for then-President Otto Pérez Molina, who was an army officer and general during the Guatemalan civil war in charge of counter-insurgency. His vice president and several other government officials were convicted of a corruption scandal where they funneled part of the taxes from imports into their pockets. Pérez subsequently resigned as president and was arrested on September 3, 2015, in connection with the corruption scandal.

NEWS & UPDATE *continued on page 3*

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CLLAS NOTES WINTER 2016

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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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NEWS & UPDATE, *continued from p. 2*

Dr. Stephen said that with elections to be held that weekend, there were connections to be made between the ways that Guatemala is making progress on human rights and democracy and the role that the Archivo Historico de la Policia Nacional has in supporting those processes. Carlos Aguirre and Gabriela Martínez have both done research in the archives, with Dr. Aguirre producing a book and Dr. Martínez a documentary film.



Professor Carlos Aguirre speaks at the seminar in Guatemala City, June 2015.

The UO researchers also held a seminar for eight UO students this summer. They visited the archives and the Forensic Anthropology Foundation of Guatemala, which has excavated 1,300 clandestine graves and helped to identify and return the remains of almost 3,000 people to their families using archaeology, DNA matching, ethnography, and forensic anthropology techniques. Dr. Stephen is currently doing research on Guatemalan refugees who are seeking asylum in Oregon and serving as a pro bono expert witness on their cases.

There are many indigenous Mam and other people who have recently arrived in Oregon and are seeking asylum. They all have the civil war as part of their family stories," she said, noting: "Our expertise was highly valued by Guatemalans in Guatemala as well as our efforts to publicize here what is going on there."

More on CLLAS Research Action Projects

CLLAS recently hired two work-study students to assist the Research Action Projects (RAPs). Cecilia Valdovinos, a graduate student in school psychology, is working with the Afro-Descendant and Indigenous Peoples RAP. Martha Garcia, an undergraduate majoring in marine biology, is assisting the Human Rights and Social Memory RAP and the Latino History RAP. We at CLLAS are excited that they have joined our team.

A full update on our Advancing Latino Equity RAP—which includes the Latino Civic Participation Project—can be found on page 7. The Afro-Descendant and Indigenous RAP will be hosting a works-in-progress series this year, starting on January 22, 12–1 pm, in Hendricks Hall 330. More information on this series will be available on the CLLAS website and Facebook page. The Human Rights and Social

Memory RAP is starting a CLLAS-funded project titled "Art and Human Rights in Latin America." The project will culminate in an exhibition at the Jordan Schnitzer Museum of Art starting September 2016, a UO course, related films during the Cinema Pacific film festival, and an edited volume with a website for additional digital content.

CLLAS RAPs continue to be a space for innovative project incubation. We hope to grow this collaborative space with additional funding in the future. If you are interested in learning more about one of our RAPs please contact Eli Meyer at cilas@uoregon.edu

Latino Roots Update

Since our spring 2015 update, the Latino Roots traveling display has been to Medford, Cottage Grove, Salem, Eugene, and Springfield, reaching over 50,000 people in viewership since the project began in 2010. Although CLLAS is closed during summer months, we were also able to coordinate several hosting opportunities through volunteer efforts. One set of panels circulated in Salem throughout the summer, and the other set stayed in the Eugene/Springfield area and circulated for short-term events such as art walks and festivals.

At South Medford High School, where the display was hosted for over two months, feedback from administration indicated that engagement with the project was high, and the display was well received by students, administration, and the community on the whole. SMHS has a student population of approximately 1,800 students, with activities every weekend bringing hundreds of family and community members for plays, concerts, and sporting events. Leadership students at South Medford High School arranged the panels in the school's grand entry as a self-guided tour.

Another example of the impact the Latino Roots traveling display has comes from a teacher at an elementary school where the panels were housed, who said: "I didn't get any of that history until I got to college. I felt cheated out of knowing really phenomenal people because my textbooks didn't reflect it, and my teachers didn't go the extra mile to educate us. The panels give everyone a sense that we are all part of the present, the past, and the future. And it's about the people that live in the same community as I do."

Eugene's Awbrey Park Elementary School is hosting a full set of panels through late January to complement the school's Latino Parent Night and a multicultural night. A partial display is circulating with the UO Opportunities Program (opportunities.uoregon.edu).

In response to increased community interest and engagement, CLLAS will draw on funds donated by SELCO Community Credit Union to create a new set of lightweight traveling panels, intended for short-term installa-

tion at community events such as art walks, health fairs, celebrations, lectures, and more. Additionally, CLLAS plans to use the Latino Roots Digital Archives, housed at the UO, to create several new panels. Currently, CLLAS staff is analyzing the archival materials created by three generations of the Latino Roots class (2011, 2013, 2015) for potential content. By connecting the traveling display with the Latino Roots class and Digital Archives, the Latino Roots Project is able to serve as an educational tool for institutions and communities throughout Oregon.

If you would like to book our traveling display for your organization, or for more information about the project, please contact Latino Roots Project Coordinator, Tamara LeRoy, at (541) 346-5286 or tleroy@uoregon.edu.
—reported by Tamara LeRoy

Kristin Yarris Wins Stirling Award



Kristin Yarris

Kristin Elizabeth Yarris, assistant professor in the UO Department of International Studies and a member of the CLLAS Executive Board, was recently awarded the Society for Psychological Anthropology's Stirling Award for Best Published Work in Psychological Anthropology for "‘Pensando Mucho’ (‘Thinking Too Much’):

Embodied Distress Among Grandmothers in Nicaraguan Transnational Families," published in *Cult Med Psychiatry* (2014) 38:473–498. Access the article on the CLLAS website at: <http://cilas.uoregon.edu/wp-content/uploads/2014/10/Yarris.-CMP.-2014.pdf>

Ana-Maurine Lara Receives Oregon Arts Commission Award

Ana-Maurine Lara, assistant professor in the Department of Anthropology and the 2014-15 CLLAS Visiting Scholar, received the Oregon Arts Commission 2015 Joan Shipley Award for her performance poetry project "Landlines," which she carried out over a two-day period in August. More about this project at: http://csws.uoregon.edu/docs/publications/ResearchMatters/Fall_15_CSWS_RM.pdf

LGBTQ Latina/o Youth Storytelling

The UO Center for the Study of Women in Society awarded special project funds for the LGBTQ Latina/o Youth Storytelling Project. Led by Ernesto Javier Martínez, associate professor in the UO Department of Ethnic Studies, this project connects award-winning writers, aspiring writers, and LGBTQ Latina/o youth with the aim of producing literature that challenges the erasure and distortion of LGBTQ Latina/o lives and that inspires future artistic collaborations seeking to make a positive impact on queer Latina/o communities. ■

LATINA/OS & K-12 EDUCATION, *continued from p. 1*

largest in the state. He noted the growth in the 4J Latina/o population, from 5 percent in 2000, to 14 percent of 4J students today. He described the most important ways for us to improve the educational experiences and successes of Latina/o students: increase access to quality preschool programs, strengthen parent outreach, increase student engagement, better enable parents to navigate the system, gather and manage data in a manner that keeps us accountable to Latina/o students, and diversify our qualified teaching staff to better reflect the demographics of our students and communities.

These presentations were followed by a lively interchange between Drs. Gándara and Balderas, who then addressed questions from the audience.

The next portion of the event was similar to the popular “3-Minute-Thesis” presentations that require students (but usually not professors) to summarize a project or series of projects in a brief amount of time. This segment was intended to provide snapshots of some of the ongoing research being conducted at the University of Oregon that is focused on Latina/os in K-12 education settings. The four speakers were College of Education faculty members. Assistant professor Audrey Lucero’s research focuses on oral language and reading achievement among young Spanish-English emergent bilingual children, and she is also interested in dual language education programs as venues for bi-literacy development. Her presentation was entitled, “Why Dual Language Assessment Matters for Equity.” Assistant professor Ilana Umansky focuses on quantitative and longitudinal analysis of the educational opportunities and outcomes of immigrant students, emerging bilingual students, and students classified in school as English learners (ELs), with the goal of improving the experiences, opportunities, and outcomes of these important groups of students. Her talk was entitled, “Connecting the Dots: The Benefits of Bilingual Instruction.” Professor Charles Martinez engages in scholarship identifying factors that promote healthy adjustment for families and children following stressful life events, taking into consideration the cultural contexts in which families operate. The title of his talk was “Promoting the Positive Development of Latino Youth and Families.” Finally, Professor Ellen Hawley McWhirter conducts research on the educational and vocational development of Latina/o adolescents, and her talk was entitled: “Oregon Latina/o High School Students: Plans, Supports, and Barriers.”

In his role as emcee, CLLAS co-director Gerardo Sandoval posed the following questions to the four faculty panelists: “What do YOU see as the most critical issues facing Latina/os in K-12 education in Oregon and/or U.S.?” “What are the implications of your research for practice?” and “What are your plans for future research related to Latina/os and K-12 education?” The audience contributed further questions, commentary, and discussion. While delicious hors d’oeuvres were served, the audience was treated to musical entertainment, including a Veracruzano harp, by Armando Morales, Mary O’Connor, and Jill Torres.

In addition to CLLAS’s partnership with the Division of Equity and Inclusion, a host of generous cosponsors helped make this event possible, including the College of Education, the Wayne Morse Center for Law and Politics, the School of Architecture and Allied Arts, UO Libraries, the Department of Counseling Psychology & Human Services, the Latin American Studies Program, the Office of Academic Affairs, the College of Arts & Sciences Humanities Division and Social Sciences Division, SELCO (the community sponsor of this event), Centro Latino Americano, and the League of United Latin American Citizens (LULAC) of Lane County. Members of the organizing committee were Gerardo Sandoval, Eli Meyer, Monique Balbuena, David Woken, Sari Pascoe, and Ellen McWhirter.

A recording of the presentation can be accessed with the following links or via the CLLAS website: <http://media.uoregon.edu/channel/archives/10205> and <http://media.uoregon.edu/channel/archives/10209> ■

—Ellen Hawley McWhirter is the Ann Swindells Professor in Counseling Psychology, directs the Counseling Psychology Ph.D. program and the Specialization in Spanish Language Psychological Service and Research, and is a member of the CLLAS Executive Board.



From top: UO College of Education panelists presented 3-minute synopses of their research. 2) Audience members included UO faculty and students and educators from all over the state. 3) 4J Superintendent Gustavo Balderas chats with attendees. 4) Concluding music provided by Jill Torres, Armando Morales, and Mary O’Connor / photos by Mickey Stellavato.

Lifestyle change, hormone levels, and parasitic disease risk among the Shuar in Ecuador

by Theresa Gildner

Despite medical advances, infectious diseases continue to have substantial health consequences for people worldwide. The negative effects of these diseases are disproportionately high among economically developing nations in tropical regions. While some diseases like malaria receive significant attention from public health initiatives, the so-called neglected tropical diseases do not, even though they affect over 1.4 billion people globally. Neglected tropical diseases, especially parasitic infection, commonly occur in less affluent countries resulting in impaired physical and cognitive function, limited economic productivity, and even death, effectively trapping these groups in a cycle of disease and poverty.

This pattern has been observed in tropical South America, where previously isolated indigenous communities are now undergoing rapid urbanization characterized by the adoption of agricultural technology and market foods. These changes have profound health effects: some, like improved healthcare access, may lead to decreased disease risk; others, such as greater reliance on domesticated animals and increased population density, can raise disease burden. Still, surprisingly little research has been conducted among indigenous South American societies to examine how lifestyle factors affect parasite infection risk and determine how to reduce disease burden. The goal of



Above: Shuar children gather to greet UO researchers. Left: Theresa Gildner prepares fecal samples for analysis of parasitic infection.

overall testosterone levels than Shuar men, suggesting that Shuar testosterone levels are generally lower than those in industrialized populations. Given that high testosterone levels are associated with several energetically expensive traits (e.g., increased musculature), this pattern may reflect a decreased ability among Shuar men to maintain elevated testosterone levels due to lower caloric intake, higher physical activity levels, and increased disease exposure.

my research is to address this public health issue by identifying the social and biological factors most strongly linked to parasitic disease risk among the Shuar, a large indigenous group of Amazonian Ecuador experiencing a varied but rapid increase in urbanization.

Previous research has demonstrated that shifts in diet and activity patterns (the result of urbanization) have the potential to influence hormone levels and health outcomes, yet this issue has not been well studied. For instance, evidence suggests a sex difference exists in immune function with women generally responding more effectively to infections, including parasites. This may in part reflect the immunosuppressive effects of the hormone testosterone in men, including reduced white blood cell response to infection; although this remains poorly tested in humans, especially those experiencing high rates of parasite infection.

To test these hypothesized interactions, my project examines how testosterone levels and economic change influence parasitic disease by comparing rural and urban areas with respect to testosterone profiles and parasite load. The primary goal of my preliminary dissertation research last summer, partially supported by the summer graduate student research grant from CLLAS, was therefore to measure testosterone levels among Shuar men to determine how these measures vary compared to other populations. Testosterone levels were measured using saliva samples collected from 39 Shuar men during previous field seasons. Peak testosterone levels were then compared between Shuar and U.S. men using NHANES data. This pilot study indicates that U.S. men have significantly higher

Building upon these initial results, my future work will examine how lifestyle factors and testosterone levels influence the immune system and parasite infection among the Shuar. Clarifying interactions among social factors, hormone levels, and infection risk have the potential to improve public health policy in the region. With this goal of improving health outcomes, my research seeks to alleviate the burden of parasitic disease in participant communities. During previous field seasons I have collected and analyzed fecal samples to measure parasite load among the Shuar. I have subsequently used this information to treat infected participants, at no cost to them, through a collaborative effort with local healthcare providers. I also plan to develop an education program with the Shuar Federation to provide culturally appropriate community education about locally feasible infection prevention methods, including: water purification, proper food preparation, and other hygiene practices. It is my hope that this project will alleviate the burden of parasitic disease among the Shuar and other indigenous South American populations, both through infection treatment in participant communities and the identification of the lifestyle factors most strongly linked with parasitic disease risk. ■

—Theresa Gildner is a Ph.D. candidate in the UO Department of Anthropology. Her research focuses on the effects of human behavior and the environment on infectious disease, especially parasitic infection. She is also interested in understanding how these interactions can be used to design more effective disease intervention programs.



Shuar family prepares a pineapple for lunch.

Enrique Chagoya: Adventures of Modernist Cannibals

In conjunction with an exhibition of his work at the Jordan Schnitzer Museum of Art, renowned painter and printmaker Enrique Chagoya—who is also a full professor at Stanford University’s Department of Art—visited Eugene from October 14–16 to give two talks and hold a roundtable discussion with students in the Departments of Art and the History of Art and Architecture.

Chagoya was born and raised in Mexico City. His father, a bank employee by day and artist by night, encouraged his son’s interest in art by teaching him about color theory and draftsmanship at a young age. Chagoya eventually enrolled in the Universidad Nacional Autónoma de México, where he studied political economy and contributed political cartoons to union newsletters. He later relocated to Veracruz, where he directed a team focused on rural-development projects. This growing political awareness would later surface in Chagoya’s art. At the age of twenty-six, Chagoya moved to Berkeley, California, where he began working as a freelance illustrator and graphic designer. Disheartened by what he considered to be the narrow political scope of the economics programs at area colleges, Chagoya turned his interests to art production. He enrolled at the San Francisco Art Institute, where he earned a BFA in printmaking in 1984. He then pursued an MA and MFA at the University of California, Berkeley, graduating in 1987.

Drawing on his experiences living on both sides of the US / Mexico border in the late ‘70s, and also in Europe in the late ‘90s, Chagoya juxtaposes popular, secular, and religious symbols in order to address ongoing global cultural clashes, particularly those between the United States and Latin America. He uses familiar pop icons to create deceptively friendly points of entry for the discussion of complex issues. Through these seemingly harmless characters, Chagoya examines the recurring subjects of colonialism and oppression that continue to riddle contemporary American foreign policy.

Chagoya’s first talk at UO, called “Cannibal Palimpsest,” took place in Lawrence Hall on October 15. Although there was standing-room-only before the talk even began, students, faculty, and community members continued pouring into the lecture hall. One hundred seventy-four people attended and many stayed afterward to interact with the artist directly. (If you missed the talk, you can see it on The UO Channel by searching for “Cannibal Palimpsest” on the video archive at www.media.uoregon.edu) The second talk took place the next morning with the 4th and 5th grade classes at Buena Vista Elementary School. One hundred students attended Chagoya’s Spanish-language talk and listened to him speak on how conversations around immigration impact his work. Afterward, the students asked him thoughtful questions about his studio practice, other artists that inspired him, and plans for future projects. They also asked many, many questions about his personal life—like how old he was and if he liked cats—which he handled with grace and humor. Later that afternoon, Chagoya met with graduate and undergraduate students in the Departments of Art and the History of Art and Architecture to talk about making a career in the arts. This was followed by a tour of the exhibition. The students (and their faculty advisors, who also attended) walked away with huge smiles on their faces. This important visit would not have been possible without the valuable support of CLLAS. ■

—June I. K. Black is the associate curator for academic programs and the arts of the Americas and Europe at the Jordan Schnitzer Museum of Art.



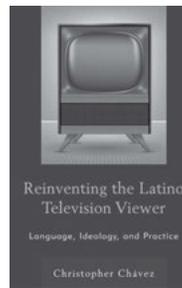
Artist Enrique Chagoya spoke with students during his visit to UO.

Recent Books & Film in Latino/a & Latin American Studies



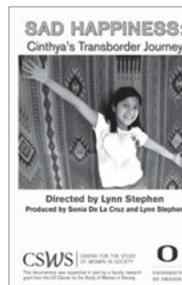
Corazón de Dixie: Mexicanos in the U.S. South since 1910 by Julie M. Weise, UO Dept. of History (University of North Carolina Press, 2015). “*Corazón de Dixie* recounts the untold histories of Mexicanos’ migrations to New Orleans, Mississippi, Arkansas, Georgia, and North Carolina as far back as 1910. It follows Mexicanos into the heart of Dixie, where they navigated the Jim Crow system, cultivated community in the cotton fields, purposefully appealed for help to the Mexican government, shaped the southern

conservative imagination in the wake of the civil rights movement, and embraced their own version of suburban living at the turn of the twenty-first century. Rooted in U.S. and Mexican archival research, oral history interviews, and family photographs, *Corazón de Dixie* unearths not just the facts of Mexicanos’ long-standing presence in the U.S. South but also their own expectations, strategies, and dreams.”—from the publisher.



Reinventing the Latino Television Viewer: Language, Ideology, and Practice by Christopher Chávez, UO School of Journalism and Communication (Lexington Books, November 2015). This book “examines how the relationship between language, power, and industry practice is reshaping the very concept of Hispanic television. Chávez argues that as established mainstream networks enter the Hispanic television space, they are redefining the Latino audience in ways that more closely resemble the main-

stream population, leading to auspicious forms of erasure that challenge the legitimacy of Spanish altogether. This book presents the integration of English into the Hispanic television space not as an entirely new phenomenon, but rather as an extension of two ongoing practices within the television industry—the exploitation of consumer markets and the suppression of Latino forms of speech.”—from the publisher. *Christopher Chávez is a member of the CLLAS Executive Board.*



Sad Happiness: Cinthya's Transborder Journey Directed by Lynn Stephen. Produced by Sonia De La Cruz and Lynn Stephen, UO Dept. of Anthropology (2015 Creative Commons by the Transborder Project and Lynn Stephen). This documentary “explores the differential rights that U.S. citizen children and their undocumented parents have through the story of one extended Zapotec family. Shot in Oregon and Oaxaca, Mexico, and narrated by eleven-year old Cinthya, the film follows Cinthya’s trip to her parent’s home community of Teotitlán

del Valle with her godmother, anthropologist Lynn Stephen. There she meets her extended family and discovers her indigenous Zapotec and Mexican roots. ... At a larger level, Cinthya’s story illuminates the desires and struggles of the millions of families divided between the U.S. and other countries where children are mobile citizens and parents cannot leave. In English, Spanish, and Zapotec with English subtitles. TRT: 39 minutes.

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/> ■

Re-Thinking Open Spaces

CLLAS's LCPP project is part of a team helping to make the City of Eugene's Parks and Community Centers a more welcoming and inclusive place for its growing Latino population.

by Daniel Platt

Last spring, the City of Eugene initiated a public engagement effort—consisting of a series of community workshops and outreach events—with the goal of making the city's parks and community centers more welcoming and inclusive for the Latino community. This outreach effort was organized and led by a team that included the City of Eugene's Office of Human Rights & Neighborhood Involvement, coordinated by Lorna Flormoe; employees from the City of Eugene's Parks and Open Space and Recreation Departments; students from the University of Oregon's "Public Participation in Diverse Communities" class; Prof. Gerardo Sandoval from the Latino Civic Participation Project, sponsored by the University of Oregon Center for Latino/a & Latin American Studies; and James Rojas, a trained city planner and public engagement specialist. Together, this outreach team interacted with more than 400 people about what they like about the city's parks and community centers and what they would change.

Students and staff conducted five different public engagement events in May 2015: at the monthly "Latino Family Fun Night" in Bethel, at the annual "Festival Latino" in Springfield (sponsored by Huerto de la Familia), at the entrance to Plaza Latina Supermarket on a busy Saturday afternoon, at Ganas, an afterschool program for Latino Kelly Middle School students, and at Pilas!, a Latino family literacy program run by the nonprofit organization Downtown Languages. Instead of hosting the events in city administrative buildings, which may feel unfamiliar or unwelcoming to participants, we chose venues that we believed would feel safe and inviting to the Latino community, such as Latino-owned businesses and schools that host programs for Latino youth and their families.

Our workshops and outreach events used a public participation model developed by artist and urban planner James Rojas. Mr. Rojas describes his method as one "that uses model-building workshops and on-site interactive models to help engage the public in the planning and design process." In practice, this "participation through play" method inspires participants to think about the places where they live, work, and play, and how those spaces affect their daily lives. The method also encourages participants to tell stories about their lived



LCPP outreach at Festival Latino. From left: Gerardo Sandoval's son Julio, who helped with the outreach; Lorna Flormoe, a City of Eugene employee; Nicolette Ulrich, a master's student in UO's nonprofit management program; and article author Daniel Platt.

experience of city parks and public spaces. Unlike other methods, such as community surveys, which produce a limited set of possible responses, this open-ended, informal approach is likely to generate more surprising—and, perhaps, more honest—community feedback. And because the engagement strategies don't rely on representative maps or on the specialized language of city planning, Rojas's method invites all community members to share their ideas and experiences, including children.

After collating the data and debriefing the results of our outreach, we identified two sets of recommendations to help make Eugene's parks more welcoming to Latinos. First, we found that many of the participants in the workshops wanted parks that feel culturally inclusive, and where their desired uses for park space—for example, as a place to host large family gatherings—are actively encouraged through park design and management, rather than tacitly discouraged. One suggestion for fostering a sense of cultural belonging and inclusion would be to name a park or community center for someone with cultural significance to local Latinos. As one young participant observed during the Ganas Program Workshop: "If you really want to build more inclusive parks for Latinos, name one after a Latino leader."

The second set of recommendations focused on creating more "informal" struc-

tures for managing park use. By allowing greater flexibility in park rules and regulations, the city can encourage imaginative and communal uses of parks that might otherwise be seen as unwelcome violations of the "officially sanctioned" park usage. For example, one participant in the Festival Latino Workshop remarked: "I used to play with a Latino team in a soccer league, but that just got too expensive." Creating informal opportunities for people to play and socialize together can help community members avoid obstacles—like league fees—that might prevent them from enjoying the benefits of recreational spaces.

Social equity and the inclusion of diverse voices are both fundamental to the mission of Eugene's Parks and Open Space and Recreation Departments. Now, with the 2015 update of Eugene Parks and Recreation Systems Plan (PRSP), the City of Eugene has a unique opportunity to make parks and public spaces more welcoming and accessible to the city's growing Latino population. We will continue collaborating and advising the city staff as they reach toward those goals. For more information, or if you'd like to get involved in the discussion, contact Professor Gerardo Sandoval at gsando@uoregon.edu. ■

—Daniel Platt is an assistant professor of English at Graceland University and a former member of the PPPM team that put together the report for the City of Eugene.



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CLLAS Event Calendar

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

Winter Quarter 2016

- **CLLAS Graduate Student Grant Proposal Writing Workshop:** 1/14, 12–1:30 p.m., 330 Hendricks Hall.
- **RAP event: ID-ing the Issues of Afro-descendant and Indigenous Peoples in L.A.,** 1/20, 3–5 p.m., 330 Hendricks Hall.
- **CLLAS RAP Work-in-Progress Talk.** 1/22, 12–1 p.m., 330 Hendricks Hall.
- **CLLAS Grad Grantee Presentation:** "At the Border: A comparative analysis of U.S. newspaper reporting about unaccompanied immigrant children," Ricardo Valencia (SOJC, Media Studies), 1/27, 4–5:30 p.m., 125 McKenzie Hall.
- **Cosponsored Event:** Symposium of Spanish as a Heritage Language, 2/18 – 2/20, University of Oregon.
- **Cosponsored Event:** "Mexican Migration and the American South," Julie Weise (History). 2/19, 3–4:30 p.m.
- **Cosponsored Event:** Martha Gonzalez and Quetzal. 2/25.
- **CLLAS RAP Work-in-Progress Talk.** 2/26, 12–1 p.m.
- **CLLAS Visiting Scholar Presentation,** Anabel Lopez-Salinas. Time & date TBD

Spring Quarter 2016

- **CLLAS Faculty Grant Proposal Writing Workshop:** led by Gerardo Sandoval. TBD.
- **CLLAS Grad Grantee Presentation:** "Latin American Iconicities of Absence: A Cognitive Poetic Approach to Mirtha Cermisache's 'Unreadable Books,'" Julia Gomez (Comparative Literature) TBD.
- **CLLAS RAP Work-in-Progress Talk.** 4/15, 12–1 p.m., 330 Hendricks Hall.
- **Cosponsored Event:** "Combining Research and Activism." TBD.
- **Cosponsored Event:** CSWS Northwest Women Writers Symposium May 6 -7. Keynote: Reyna Grande, events at Knight Library Browsing Room and Downtown Eugene Public Library.
- **The Current State of Immigration: A Community Forum.** May 13.
- **CLLAS RAP Work-in-Progress Talk.** 5/13, 12–1 p.m., 330 Hendricks Hall.
- **Cosponsored Event:** May 16. *Festival Latino*
- **Bartolomé de las Casas Lecture in Latin American Studies.**

CLLAS: Center for Latino/a and Latin American Studies

The Current State of Immigration: A COMMUNITY FORUM

Friday, May 13, 2016

Location: TBD
Eugene, Oregon

Themes

- **Migration by the numbers: demographic implications**
- **Historical perspective and where we are now (2016 election)**
- **Labor**
- **Civic participation/urban spaces**
- **Family and Gender**

For more information: Eli Meyer, CLLAS Assistant Director
(541) 346-5714, emeyer@uoregon.edu

<http://clas.uoregon.edu/the-current-state-of-immigration-a-community-forum/>



photo credit: René Kladzyk