

# CLLAS Notes

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Spring 2016

CLLAS

CENTER FOR  
LATINO/A & LATIN  
AMERICAN STUDIES



## DIRECTOR'S LETTER

### Founding director Lynn Stephen passes CLLAS leadership torch

Nine years ago, I worked with others to begin creating an intellectual community and collaborative research space that would connect UO faculty, students, and administrators to Latino and Latin American communities in Oregon, the United States, and abroad. Because this kind of space didn't exist, we had to build it. Our vision was hemispheric, bringing together Latino/a and Latin American studies across many different borders, disciplines, and perspectives. We believed that intellectual and human connections that brought community into the university and the university into the community were at the heart of knowledge production, teaching, and research.

In the fall of 2007, the life of CLLAS began when an official advisory board was formed with Carlos Aguirre, Cecilia Enjuto Rangel, Pedro Garcia-Caro, Michael Hames-García, Kathryn Lynch, Ernesto Martínez, Gabriela Martínez, Edward Olivos, Analisa Taylor, Tania Triana, Stephanie Wood, and me as members. From that beginning, CLLAS has grown from a small center that was incubated with the support of the Center for the Study of Women in Society to an independent research center that sponsors dozens of events every year, supports graduate student and faculty research, runs four research action projects, and is widely connected in the state of Oregon, the United States, and in a number of Latin American countries.

On Saturday, April 24, 2010, CLLAS was formally launched at a family-friendly event at the Jordan Schnitzer Museum of Art with CLLAS board members, community activists, students, and other supporters. Following are some of our outstanding accomplishments over the past six years:

- In 2010, UO Libraries Special Collections and University Archives announced an agreement with Pineros y Campesinos Unidos del Noroeste (PCUN), Oregon's farmworker union, that they would curate the PCUN papers. CLLAS was the portal for a relationship that continues to this day.
- CLLAS led discussions to initiate an exchange and collaboration agreement between the University of Oregon and the National Autonomous University of Mexico (UNAM), which came to fruition in 2012 and permits UO students to study at the UNAM in Mexico City and for UNAM students to come to UO. Since the program's inception, seven UO students have studied at UNAM, with two more students accepted for fall 2016. Thus far, four UNAM undergraduate students have studied at UO.
- During the 2012-2013 academic year I worked with others to restore CLLAS's budget, which was cut to \$4,000. I logged an extra 240 hours in meetings and conversations with the UO president, provost, deans, and other actors trying to secure funding for CLLAS into the future. We raised commitments to refund CLLAS from several key areas of the university including the Division of Equity and Inclusion, Office of International Affairs, College of Arts & Sciences, Office of Academic Affairs, and the Office of



Dr. Lynn Stephen

DIRECTOR'S LETTER, *continued on p. 2*

## Artist Visit: Hector Villegas & Chicano Park



Artist Hector Villegas shared his painting and design skills at local schools and nonprofits during his visit to the University of Oregon in early February / photo by Gerardo Sandoval.

Hector Villegas, a community activist in Chicano Park's Barrio Logan, San Diego, spoke to more than 100 UO students, faculty, staff, and members of the public at a classroom in Lawrence Hall in early February. Chicano Park is a public space of cultural and artistic resistance that emerged over struggles of community empowerment and self-determination in the 1970s.

The park is home to the country's largest collection of outdoor murals. Today, the neighborhood is experiencing pressures of housing and retail gentrification and neighborhood activists are struggling to maintain their neighborhood. Hector Villegas's talk traced the history of activism in Chicano Park. He discussed his art work and today's neighborhood movements to protect Barrio Logan against gentrification.

Mr. Villegas painted a mural at Buena Vista Spanish Immersion Elementary School in Eugene School District 4J and visited PCUN offices in Woodburn to view murals. He was accompanied by CLLAS co-director Gerardo Sandoval. You can view more images of his work on Instagram@ mexikota art and on Facebook @ hector mexikota villegas. The visit and talk were sponsored by the UO Center for Latino/a and Latin American Studies (CLLAS) and the UO School of Architecture and Allied Arts. ■

## Strengthening Networks of Support Among Latin@ Students at UO

The Latino 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. LSG seeks to make 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 2015, with a grant from Center for Latino/a and Latin American Studies, the team researched how UO Latin@ students perceive and negotiate the academic and sociocultural expectations of a flagship state university. Team members sent a Qualtrics survey to 1,700 undergraduate students, who self-identified as "Latin@." One hundred and seventeen students responded. This research gathered information for administrators and faculty members as they continue to improve the recruitment, retention, and on-time graduation of Latin@ students.

STRENGTHENING NETWORKS, *continued on p. 7*



UNIVERSITY OF OREGON

## DIRECTOR'S LETTER, *continued from page 1*

the Provost. In 2013 we received permanent funding in the UO budget that allowed us to have a permanent staff of an assistant director, currently filled by Eli Meyer, a part-time dissemination specialist, a part-time accountant, and one to two graduate teaching fellows per year. This institutionalization of CLLAS has been an important accomplishment and signal of the importance of CLLAS's work to the University of Oregon.

- In fall 2012 we received notification that the U.S. Department of Education had selected our grant proposal, titled "Enhancing Latin American Studies at the University of Oregon," which we coauthored with the Latin American Studies Program. The \$186,000 grant was part of a larger fund of 1.5 million awarded to only 17 institutions across the country.
- CLLAS was able to show by the end of 2012 that our faculty and grad grant programs, which seed-funded pilot projects, had resulted in \$1.2 million in further funding for faculty and grad students as well as many academic products such as books, films, articles, chapters, websites, and more. We were also having a major impact on the recruitment and retention of diverse faculty and students, and were leaders in connecting the university to the larger community and in fostering collaboration across many areas both inside and outside the university. UO now has 56 faculty members who conduct research in Latino/a and Latin American Studies, with several more slated to join the faculty in fall 2016. CLLAS has been integral to the recruitment and retention of these scholars and to the larger university mission of equity and inclusion.
- Since 2008 CLLAS has funded 30 graduate students in summer research projects, 22 different faculty members in collaborative research projects, and nine different community organizations in collaborative projects including Juventud FACETA (Eugene), Northwest Federation of Community Organizations (Seattle), Centro Latinoamericano (Eugene), Huerto de la Familia (Eugene), Oregon Folklife Network (Eugene), Farmworker Housing Development Corporation (Woodburn and Salem), Cesar Chavez Leadership Conference (Oregon-wide), Culture, Exchange, Education and Diversity (CEED, Oaxaca, Mexico), PCUN, and Fundación Namaste Guatemala.
- In 2013-2014, CLLAS kicked off the academic year with a retreat and planning process. This was a fruitful exercise and led to reorganizing CLLAS to include four research action projects (RAPS): Afro-Descendant and Indigenous Peoples in the Americas; Advancing Latino Equity in Oregon; Human Rights and Social Memory; and Latino History. CLLAS also outlined a series of professional development activities for CLLAS-affiliated faculty and students.
- CLLAS began our scholar-in-residence program in 2014 with Dr. Ana-Maurine Lara in 2014-2015, and Dr. Anabel Lopez-Salinas, 2015-2016.
- Over the past two years, CLLAS has developed new leadership and an active board. All CLLAS events are generated, planned, and organized by the board, which includes faculty, students, staff, and community members.

During the 2016-2017 academic year, we will be in the capable hands of Dr. Gabriela Martínez, associate professor in the School of Journalism and Communication (see p. 8 for more about Gabriela). Beginning in the 2017-2018 academic year, CLLAS will be led by the dynamic duo of Dr. Gerardo Sandoval, associate professor in the Department of Planning, Public Policy and Management (PPPM) in the School of Allied Arts and Architecture, and Dr. Alai Reyes-Santos, associate professor in the Department of Ethnic Studies in the College of Arts and Sciences.

I am excited that the center is passing to a new generation of leadership, and I know that Gabriela, Alai, and Gerardo will bring many exciting ideas to CLLAS. It has been one of my greatest personal and professional satisfactions and accomplishments to be able to found CLLAS and pass it on as a thriving research center to the next generation of scholars and leaders.

Saludos,

*Lynn Stephen, CLLAS Founding Director, Outgoing Co-Director; Distinguished Professor, College of Arts & Sciences, Department of Anthropology*

# CLLAS

CENTER FOR  
LATINO/A & LATIN  
AMERICAN STUDIES



CLLAS NOTES      SPRING 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.

**CO-DIRECTOR** Lynn Stephen, Anthropology

**CO-DIRECTOR** Gerardo Sandoval, Planning, Public Policy, and Management

**ASSISTANT DIRECTOR** Eli Meyer

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**CLLAS PROJECT ASSISTANT** Cecilia Valdovinos

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## NEWS & UPDATE

### Julie Weise Wins 2016 Merle Curti Award

*Corazón de Dixie: Mexicanos in the U.S. South Since 1910*, written by recently promoted UO associate professor of history Julie Weise and published by University of North Carolina Press, was chosen to receive this year's Merle Curti Award for Best Book in U.S. Social History from the Organization of American Historians. *Corazón de Dixie* also received an Honorable Mention for the Theodore Saloutos Award for best book in immigration history from the Immigration and Ethnic History Society.

### MLK Awards

CLLAS executive board members Gabriela Martínez, associate professor in the School of Journalism and Communication, and Ellen McWhirter, Ann Swindells Professor in the Department of Counseling Psychology, were among the recipients of the University of Oregon's 2016 Dr. Martin Luther King, Jr., Awards. The awards recognize university classified staff, faculty, and officers of administration whose contributions to the campus community, beyond typical job expectations, also uphold and exemplify ideals supported by Martin Luther King, Jr. and are selected based on nominations from campus colleagues.

### Gerardo Sandoval Promoted

Gerardo Sandoval, CLLAS co-director, was promoted to associate professor with tenure in the Department of Planning, Public Policy and Management. He will be on sabbatical for AY 2016-17.

### CLLAS-Supported Research Recognized

Ricardo J. Valencia, a PhD candidate in UO's School of Journalism and Communication (Media Studies), won third place in the Association for Education in Journalism and Mass Communication (AEJMC) Minorities and Communication's student research paper competition for his study, partially funded by CLLAS, "At the border: A comparative examination of U.S. newspaper coverage about unaccompanied immigrant minors."

### Graduate Student Earns Additional Support for Research

Tobin Hansen, a 2016-17 CLLAS Graduate Grant Awardee, also received the Mellon International Dissertation Research Fellowship and a doctoral research fellowship from the Wenner-Gren Foundation for Anthropological Research for his dissertation research, which focuses on the effects of U.S. government deportation practices on deported, long-time U.S. residents, their families, and communities.

### New CLLAS Staff for 2016-17

With CLLAS founding director Lynn Stephen stepping down, and CLLAS co-director Gerardo Sandoval taking time off from teaching and administrative work during a sabbatical year, CLLAS welcomes Gabriela Martínez as interim director for AY 2016-17. See her "Letter of Greeting" on p. 8. CLLAS also welcomes back executive board member and former graduate teaching fellow Feather Crawford as event coordinator and research assistant. Feather will serve as a graduate teaching fellow (GTF) while finishing her PhD in history.

Returning in a new position is Cecilia Valdovinos, who will be the CLLAS project and outreach coordinator, also a GTF position. Cecilia is a student in the school psychology master's program and currently holds a work-study position at CLLAS. She brings experience working with the CLLAS research action projects as well as a diverse array of community engagement and outreach experience. Tamara LeRoy also will return to conduct her practicum credits with CLLAS. She has been a driving force in our Latino Roots program and will be working closely with Cecilia, Lynn Stephen, and Gabriela. Tamara has been accepted into the folklore master's program, where she'll be concentrating on public folklore.

### CLLAS Board Member Takes New Job

CLLAS executive board member June Black left the UO in January for a new position as associate curator of art at the Boise Art Museum, in Boise, Idaho. A former CLLAS graduate teaching fellow, June was active with the CLLAS Human Rights and Social Memory in Latin America research action project and provided strong leadership in featuring artists on campus from Latin America and in providing teacher training in the arts. She worked at the Jordan Schnitzer Museum of Art since graduating from UO in 2012 and at the time of her leaving served as associate curator for academic programs and the arts of the Americas and Europe. ■

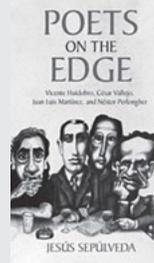
### 2016-17 CLLAS Graduate Grant Awardees

**"The Price of Progress: Guatemala and the United States in the 1960s."** John Bedan, Department of History. *This project seeks to examine how the Guatemalan state transformed during the Alliance for Progress era. The research will explain how the idealism of the Alliance for Progress gave way to the realities of Cold War confrontation in Guatemala.*

**"Small Farmer's and Indigenous People's Adaptation to Oil-Related Infrastructure in the Amazon Rain Forest of Ecuador."** María Belén Noroña, Department of Geography. *This project will evaluate economic and cultural changes taking place at the community level as people adapt their lives to oil-associated infrastructure. Specifically, Noroña will be working with the Kichwa people and rural farmers who have to adapt to the construction of roads and small towns in the rain forest within a very short period of time.*

**"Navigating (Non-)Belonging: Lifeworlds of Long-Time Authorized and Unauthorized U.S. Residents Deported to Mexico."** Tobin Hansen, PhD candidate, Department of Anthropology. *This project critically examines the effects of U.S. government deportation practices on deported, long-time U.S. residents, their families, and communities. This phase of the project examines how deportees navigate sociocultural and spatial geographies in their receiving communities.*

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



***Poets on the Edge: Vicente Huidobro, César Vallejo, Juan Luis Martínez, and Néstor Perlongher* by Jesús Sepúlveda, Senior instructor, UO Dept. of Romance Languages (Brown Walker Press, January 2016).** "*Poets on the Edge* critically explores the relationship between poetry and its context through the work of four Latin American poets: Chilean Vicente Huidobro (1898-1948), Peruvian César Vallejo (1893-1938), Chilean Juan Luis

Martínez (1943-1993), and Argentine Néstor Perlongher (1949-1992). While Huidobro and Vallejo establish their poetics on the edge in the context of worldwide conflagrations and the emergence of the historical avant-garde during the first half of the twentieth century, Martínez and Perlongher produce their work in the context of the Chilean and Argentine dictatorships respectively, developing different strategies to overcome the panoptic societies of control installed throughout the 1970s and 1980s. ...*Poets on the Edge* offers the reader a new understanding of the hybrid and edgy nature of Latin American poetics and subjectivity as well as of the evolution of poetry written in Spanish during the twentieth century."—*from the publisher.*

### Recent Journal Articles by 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: <http://cllas.uoregon.edu/research/journal-articles-2/>

**Reyna Grande delivers timely keynote at the Northwest Women Writers Symposium**

Mexican-American author Reyna Grande delivered a powerful exposition of her experiences in her keynote, “From Iguala to El Otro Lado: A Young Girl’s Journey to the American Dream,” at the CLLAS-cosponsored CSWS Northwest Women Writers Symposium on May 6–8. With events held at downtown Eugene Public Library and the UO campus drawing more than 550 people all-told, this 5th annual writers symposium had as its theme “Crossing Borders: Women’s Stories of Immigration, Migration, and Transition.”

Grande, in her memoir *The Distance Between Us*, sensitizes the reader to the suffering faced by many immigrant children who must navigate language, culture, a new educational system and all manner of prejudice and cruelty. A National Book Critics Circle Award nominee, this memoir was the focus of a panel discussion on Friday, May 6, at Knight Library that featured Gustavo Balderas, Eugene School District 4J superintendent; Carmen Urbina, a 4J administrator and UO College of Education EMPL Program Development coordinator; UO graduate student Lidiana Soto; UO international studies professor Kristin Yarris; and CLLAS codirector Lynn Stephen. The panel focus, “Crossing Borders: What It Means in the Life of a Child,” encouraged both personal



At a panel focused on Reyna Grande’s memoir, panelists included, from left: Kristin Yarris, Lidiana Soto, Lynn Stephen, Carmen Urbina, 4J superintendent Gustavo Balderas, and author Reyna Grande / photo by Alice Evans.

stories of crossing borders and an exploration of the challenges school teachers and administrators are required to address in providing safe and nurturing educational environ-

ments. More than 100 people attended the panel, including students from Roosevelt High School in Portland, who came especially to hear Reyna Grande. ■

**Panelist commentary: Lidiana Soto tells her story about crossing the border**

*In a discussion focused on Reyna Grande’s memoir The Distance Between Us, panelists also talked about their personal experiences.*

Everything about how we physically crossed the border is like snapshots. Small vignettes and blurry, patchy, unreliable memories.

We left the village in southern Oaxaca under a waning gibbous moon. My mother woke me in the middle of the night, wrapped me up in a blanket, and carried me onto the bus. I called the driver *manejador* and my mother chuckled and corrected me; *chófer* she said as she held on to my six-month-old brother. I settled onto the bench seat and watched the moon light the dark landscape as we drove away from Santa Maria Tindu.

We stopped in Huajuapán de León, and I met my aunt for the first time. We ate her food, slept under her roof, and received her blessing as we proceeded north.

I’m not sure if my father was with us the whole time, or if he met us at the border. Regardless, at some point we were together, Mom, dad, and five kids. The baby was six months old, I was four, and my siblings were about six, eight, and ten. The rest of my older siblings were already in Oregon.

Many hours, many states, and some time later, the coyote passed around plastic bags

“Migration is a point of departure, not only of the physical place that we leave, but a departure from who we are and the people we may have become because identity is so often grounded in territoriality and temporality.”—Lidiana Soto

for the adults to wrap their feet and try to stay dry as we crossed the Rio Bravo. I piggy-backed on my father and watched everyone wade across as I nestled comfortably on his back. At some point, we reached a desert. My tiny *chanclas* kept slipping off in the sand and my dad tugged at my hand and pulled me faster. So I scurried along on my four year old legs gripping onto my *chanclas* with my toes. At some point, my toes could no longer clutch at my shoes. I took a step in the sand and my plastic shoes slipped off and stayed there, half buried in the sand. My dad said, “Don’t worry, I’ll buy you another pair when we get to the other side.”

I think back to that as an adult and feel kind of bad. I wonder if people saw that shoe and thought a little girl died there. The first time I recalled that memory as an adult, I wished I could tell them—anyone that may have seen it—that I’m fine. That I made it.

That I was lucky. That a mixture of luck, money, strategy, and policy didn’t push us more east into the desert and that we faced better odds and that my dad indeed replaced those shoes and many others that I wore out and grew out of and lost since then.

Others cross hotter deserts, or cross that same desert in the more precarious eastern parts. And those *que se la rifan* across oceans. And they might not have the combination of luck, money, strategy and policy to survive.

There was a photograph that horrified the world last summer. This particular photograph was of a young Syrian boy that drowned and washed up on a Turkish shore. A photographer captured him, lying face down as the waves lapped around him. He was one of 22 refugees that drowned trying to cross into Europe. One artist depicted this

**SOTO PANEL COMMENTS**, *cont. next page*

**Anabel Lopez-Salinas: 2015-16 CLLAS Visiting Scholar**

In early April, CLLAS 2015-16 visiting scholar Anabel Lopez-Salinas gave a talk on the results of her PhD research to a packed classroom full of UO students, faculty, staff, and community members. For her dissertation she had interviewed Mexican immigrants and public officials on the transnational economic, political, and social participation of Mexican immigrants in the Portland and Salem metropolitan areas. In 2010, Anabel Lopez-Salinas came to Oregon to pursue a PhD in public affairs and policy at Portland State University. She successfully defended her dissertation this spring.

**A word from Anabel Lopez-Salinas**

It has been an honor to be a visiting scholar with CLLAS these last six months. The academics and activists that I have met during this opportunity have all taught me appreciation, commitment, and importance of their work for the Latino and Latin American community. During my tenure, I had the invaluable opportunity to teach classes in the Department of Planning, Public Policy & Management and the Latin American Studies Program. The experiences of collaborating with Professors Lynn Stephen, Pedro Caro, and Gerardo Sandoval plus the interactions with the students are the most valuable part of this experience. I am amazed by the knowledge and skills that my students have and their passion to contribute to society.

During my first quarter as a visiting scholar I was able to finish and defend my dissertation. Access to UO Libraries and conversations with CLLAS faculty provided tremendous support and was invaluable in the culmination of this effort.

During my time as a visiting scholar I worked with Dr. Gerardo Sandoval as a co-researcher in two projects related to the integra-



*Anabel Lopez-Salinas / photo by David Woken.*

tion of the growing Latino community in the state. My own research focuses on exploring transnational economic, political, and social practices of Mexicans immigrants in Oregon. As part of my dissertation research, I conducted 50 in-depth interviews with Mexican immigrants residing in the Portland and Salem metropolitan areas. The Latino Civic Participation Project under the direction of Dr. Sandoval was a great fit for my research purposes. This project allowed me to conduct interviews with Latino immigrants residing in the City of Eugene and conduct outreach with Mexican immigrants in the City of Redmond. In Eugene, this project will help the Department of Parks and Recreation operationalize and prioritize research findings to create more inclusive parks for the Latino community. In the City of Redmond, this effort is part of a service-based project aimed to engage the Latino community with service providers and public officials.

I want to thank everyone at CLLAS for such an amazing and productive experience. I am humbled and honored to have been considered for the visiting scholar position at the Center for Latino/a and Latin American Studies at University of Oregon.

**—by Anabel Lopez-Salinas, PhD, CLLAS Visiting Scholar**

**SOTO PANEL COMMENTS, *continued***

young boy, Alan Kurdi, in the same position he was found in. Face down, but in a cradle at night, with some baby toys hanging above him. And the caption read: “How his story should have ended.”

The scene where Reyna comes upon a man lying down and wonders to Mago: “Is he dead?” And Mago replies, “He’s sleeping Nena. He’s just sleeping.” That’s how his story should have ended. And I, too, am grateful that back then I was too young to fully grasp the extent of the danger we were in. Crossing borders for adults and children has always been a precarious endeavor.

While I pondered my participation on this panel during the last month, I thought about the precarity of the physical border crossing, and I thought about how little distance divides those of us that survive a crossing and those that die in their attempts. When Reyna encountered the dead man behind the bushes, how much was actually separating her fate and his? And my shoe that some might have mourned, how much distance was there between the shoes of other little girls that didn’t make it and my own? Those of us that made it, or at least survived, will always have ties with those that didn’t, because of how narrowly

they missed our fate, and how narrowly we missed theirs.

And on the other side, the distance between us sometimes becomes so wide and expansive that it’s hard to bridge the gap between then and now. Between here and there. Between four year old me, and who I am now. Migration is a point of departure, not only of the physical place that we leave, but a departure from who we are and the people we may have become because identity is so often grounded in territoriality and temporality. So that image I described, and this book, these stories, give names, face, identities to this phenomenon. They give a name and a face to the structural violence that pulls people to the United States during times of economic prosperity (Bracero Program, IRCA), that punishes them during times of economic downturn (Mexican Repatriation, and recent deportations by the Obama administration).

And it means taking very few belongings, but cumulatively, joining hundreds and thousands of others that leave weakened local infrastructures in exchange for a potentially prosperous future. A precarious future that builds on top of and despite harmful immigration and border policy and interventionist foreign policy in imperialist countries. And you know, all those terms start to

become vague, and they start bleeding into each other and disappearing. And what it takes to highlight structural violence is a captivating story, like this one, or a stunning and horrific photograph to really highlight what it means to be a child immigrant and to face [death].

I’d also like to draw attention to the weakened local infrastructures that Reyna described in her book. In Iguala, prosperous businesses crumbled to the point where having a “future” was aligned with leaving Iguala. And while I haven’t been able to make all the conceptual connections, I think it’s important to at least acknowledge that the 43 disappeared students in Mexico were from Iguala, where half this book took place. The violence they faced was horrendous.

And so Reyna puts a face to the story of children immigrants, and to the struggles and successes that many of us face and struggle with and overcome. Likewise, I want to say that there are also faces and names behind all those structural forces that move us... Somali-British poet Warsan Shire has a poem called “Home,” and she says, “no one leaves home unless home chases you.” ■

**—Lidiana Soto is a graduate student in the UO School of Journalism and Communication and a former graduate teaching fellow at CLLAS.**

**LATINO ROOTS UPDATE**

Since our last update, the panels traveled to Eugene 4J Awbrey Park Elementary School, where they were installed for 2½ months and central to two events: a Latino Parents Night, and a Multicultural Night. Panels were installed in the cafeteria as well as the main office, and were well received by the campus community.

In February, the panels traveled to the Oregon Association of Latino Administrators Conference (OALA), hosted this year at Portland State University. The mission of OALA is to “create a vehicle to support and mentor Latino administrators as well as Latino educators who aspire to become administrators in the State of Oregon.” In addition to installing the panels in the main entryway, the project coordinator was present to hand out flyers and booklets and to answer questions.

In March, the Latino Roots panels were on display at Eugene 4J Kelly Middle School’s annual Benito Juarez Celebration, a well-attended celebration with food, music, and a community vibe. After the event, the panels were installed throughout the school where

they were viewable by the school community during the school week. Half of the panels were installed near the Spanish block classrooms, where immersion teachers worked with students to engage the panels.

In addition to transporting the panels, the Latino Roots project coordinator tabled at many events and began meeting with groups to talk about the project. In March, the coordinator was invited to speak in a qualitative methods class at the University of Oregon about the project, to share both the message and the importance of the method. In late April, she met with Ganas leadership students at Kelly Middle School to facilitate a conversation about the information in the panels.

Finally, the Latino Roots panels themselves have been viewed by well over 50,000 people throughout the state and are showing significant wear and tear. CLLAS is preparing them for reprint by the end of this academic year. The panels will be printed on a canvas banner, and new panels will be added using information from the Latino Roots Archives, housed in Special Collections and University Archives at UO Libraries.



*March 2016—José Luis Sámano & Ema Pérez stand in front of their panel at Kelly Middle School’s annual Benito Juarez Celebration / photo by Tamara LeRoy.*

To book the panels, provide feedback, or brainstorm ideas about how you or your organization can utilize the project, please contact Latino Roots project coordinator Tamara LeRoy at [cllas@uoregon.edu](mailto:cllas@uoregon.edu). ■

—Latino Roots project coordinator Tamara LeRoy will be working toward her master’s degree in English (Folklore Program) starting this fall. She graduates with a B.A. in anthropology in June.

**Zapotec Hip-Hop Artist Mare Performs at UO**

Mare Advertencia Lirika, a Zapotec hip-hop artist from Oaxaca, Mexico, reached more than 300 people during her visit to UO in early May. On Mother’s Day, she performed at UO’s Beall Concert Hall on tour with her new CD, *Siempre Viva*. She also met with Professor Alaf Reyes-Santos’s Ethnic Studies 101 class of about 150 students and performed for 35 public school students at Eugene 4J District’s Kelly Middle School through UO’s Ganas tutoring & mentoring program.



*Mare performed for students in the Ganas program at Kelly Middle School / photo by Lynn Stephen.*

Mare uses her rap as a tool to develop consciousness and to build networks within social movements in Oaxaca and elsewhere. Always looking to expose the gender inequality that exists in society, she has worked with a wide range of groups and organizations within Mexico and throughout the world

In 2012, NRP Music selected Mare’s work as the “Best Alternative Music of the Year” after she toured in 25 U.S. cities in six states. In 2013, Mare received the Maria Sabina Prize in recognition of her work in promoting women’s rights through music. She narrates her personal history in the documentary film “When A Woman Steps Forward” (2012), directed by Simón Sedillo and produced by Manovuelta. The film can be accessed on YouTube.

Mare’s visit was sponsored by CLLAS, the Center for the Study of Women in Society as part of its Northwest Women Writers Symposium, Office of the Provost and Academic Affairs, and the School of Music and Dance. Mare performed at UO previously in fall 2014. ■

**Latin@s and the 2016 Election: Policies, Immigration, & Action**

This election season event allowed UO faculty and students to meet with people from a half dozen different community organizations to talk, strategize, build relationships, and plan an agenda together.

Meeting on campus at Straub Hall, “Latin@s and the 2016 Election: Policies, Immigration, and Action” drew more than 50 people, all focused on exploring the current nature of the Latin@ electorate and the issues most relevant to this constituency.



Presenters included Larry Kleinman, head of National Initiatives, CAPACES Leadership Institute, and Antonio Huerta, Outreach Manager, Opportunities Program, University of Oregon. The event featured sessions on gender, immigration and deportation, and youth participation. Speakers also discussed the presidential candidates and their respective policy positions.

“People who don’t normally get together were afforded an opportunity to do so,” observed CLLAS co-director Lynn Stephen. She noted the presence of participants from the national Dreamers movement, and activists from Kids on the Border, Centro LatinoAmericano, CAUSA, and PCUN. “CLLAS was able to further our commitment, links, and relationships with these organizations,” she said. ■

**STRENGTHENING NETWORKS** *continued from p. 1*

**LATINO STRATEGY GROUP RESEARCH TEAM:**

- Angel Dorantes, Doctoral Student, Critical and Sociocultural Studies in Education
- Claudia Holguín Mendoza, Assistant Professor of Spanish, Director of Spanish Heritage Language Program
- Audrey Lucero, Assistant Professor of Language and Literacy Education
- Luz M Romero Montaña, PhD, Romance Languages
- Analisa Taylor, Associate Professor of Spanish.

**FROM THE EXECUTIVE SUMMARY**

Efforts to recruit Latin@ students have been successful. Today Latin@s have more of a presence on campus than ever before. Since 2008 alone, the number of Latin@ undergraduates has increased nearly 150 percent and is now over 2,000.

However, efforts for retention and on-time graduation are not equally optimistic. Graduation of Latin@ students is 6 percent lower than non-Latin@ students. Among Latin@ freshmen who entered in 2009, only 44.6 percent graduated within four years. Daily retention endeavors fall mainly on Latin@ faculty, staff, and community allies.

UO faculty and advisors have noticed that Latin@ students often lack some of the insider knowledge needed to take advantage of academic and professional opportunities. They also face challenges related to class, ethnic, linguistic and cultural norms at the university. In addition, Latin@ students may also struggle with accessing and understanding financial aid information, especially when their parents are not fluent English speakers. This study was undertaken in order to generate an initial assessment of those concerns.

**KEY TAKEAWAYS**

- UO can help Latin@ students and their families to find the insider knowledge and access necessary to take advantage of academic and professional opportunities, as well as challenges related to class,

ethnic, linguistic, and cultural norms at the university.

- Latin@ students are engaged in the campus community, but would likely be even more involved if given a broader range of options for participation, including more Latin@ focused on-campus clubs and organizations.
- The terms “Latin@” or “Hispanic” do not capture the multiple identities of students to whom this label is traditionally ascribed.
- UO faculty and staff need to continue learning how to better understand cultural & familial roles and responsibilities/needs of Latin@ students and their families as well as different identity constructions regarding ethnicity, language, migration, gender, and social class.

**INSTITUTIONAL RECOMMENDATIONS**

- The Office of the President should appoint a Latin@ advisory group in charge of reviewing UO resources and advocating for additional services/programs for Latin@ underrepresented students.
- UO must enhance systematic approaches to the integration/desegregation of Latin@ students at recruitment, orientation, retention and graduation.
- UO must continue to aggressively expand existing programs in the Office of Equity and Inclusion that address micro-aggressions, biased campus climate, and racism.
- UO must continue expanding and supporting successful programs such as CMAE, Spanish as a Heritage Language Program, and Oportunidades, among others, that integrate Latin@ Students at UO.
- UO must recruit and retain more ethnically and linguistically diverse faculty and staff.

Go to the link to the executive summary on the CLLAS webpage for more details on the project: <http://cllas.uoregon.edu/strengthening-networks-of-support-among-latin-students-at-uo/executive-summary-final-opt/> ■

**Feminist Latinas of the Latina/o Theatre Commons**

The panel held at Hope Theatre on April 14, 2016 had over 75 people in attendance, mostly UO students, many Latinxes, as well as educators and a few members of the general public. Ethnic studies professor Michael Hames-García brought many of his students from his “Intro to Chicana/Latinx Studies” course, as did Prof. La Donna Forsgren with her “African American Drama & Pedagogy” seminar. Professors Theresa May and Michael Najjar also encouraged their students of “Theatre for Social Change and Middle Eastern Theatre” to attend.

The panel featured artist-scholars, including playwright Anne García-Romero, Notre Dame; playwright Teresa Marrero, North Texas University; playwright and designer Irma Mayorga, Dartmouth; and director Beatriz Rizk, Miami-Dade College. The conversation illuminated the history of Latinas in the professional theatre movement and academia, as well as some of the current successes and ongoing challenges. We discussed the work of the Latina/o Theatre Commons—a movement in which all the panelists participate—and the work still ahead.

Attendees appreciated the candor of the conversation as panelists shared personal and professional experiences that shaped their feminisms as well as their work. The variety of perspectives was also notable, and attendees enjoyed the “feistiness” of the friendly disagreements that emerged during the conversation. The diversity of the panel was also valuable, as our panelists represented Spanish, Cuban, Chicana, and Colombian heritages, and also experiences from the Northeast, Southeast, Southwest, and Midwest regions of the country.

In the best spirit of theatre, this was a collaborative effort. In addition to the team effort of the Department of Theatre Arts, the event



*Panelists, from left: Olga Sanchez Saltveit, Dr. Anne García-Romero, Dr. Irma Mayorga, Dr. Teresa Marrero, Dr. Beatriz Rizk / photo courtesy Mark Saltveit.*

received support from many programs across the UO including the ASUO Women’s Center, the Center for Latino/a & Latin American Studies (CLLAS), the Center for Multicultural Academic Excellence (CMAE), the Center for the Study of Women in Society (CSWS), the Department of Women’s and Gender Studies, the Cultural Forum, and the Multicultural Forum, as well as community partners Latina/o Theatre Commons and Roy Arauz Graphic Production Design. ■

—by *Olga Sanchez Saltveit, graduate teaching fellow & doctoral student, Department of Theatre Arts*



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## Meet CLLAS 2016-17 Interim Director Gabriela Martínez



Whether she is documenting the deadly effects of open-fire cooking and heating on children and women in Mayan homes in highland Guatemala, recording the history of indigenous women in Mexico, or writing about the geographical expansion and institutional growth of the Spanish telecommunications company Telefónica, UO associate professor and documentary filmmaker Gabriela Martínez (SOJC) carries out her work with a mixture of heart, intelligence, and skill that brings life and gravitas to the product.

Co-creator with Lynn Stephen (Anthropology) in 2010-11 of the Latino Roots class, which teaches Latino history in Oregon and fosters the making of oral history documentaries by UO students, Martínez has recently documented historical atrocities from Guatemala's civil war and conducted research for a book about the political economy of collective memory. An internationally award-winning documentary filmmaker who has produced, directed, or edited more than twelve ethnographic and social documentaries, she is the newly appointed interim director of CLLAS. ■

## A Letter of Greeting from Gabriela Martínez

I would like to take this opportunity to thank outgoing founding director Lynn Stephen for her many contributions to the University of Oregon, but especially for her impressive efforts for establishing the Center for Latino/a and Latin American Studies (CLLAS) and for having led CLLAS unwaveringly at all times since its inception seven years ago. On behalf of all CLLAS staff and CLLAS affiliated faculty, a big thank you, Lynn!

I am honored for the opportunity to serve as interim director of CLLAS in the upcoming academic year 2016-2017, bridging the transition to the new leadership—Alai Reyes-Santos and Gerardo Sandoval—who will begin their co-directorship in fall 2017.

During my term as director, CLLAS will continue with its programmatic schedule and exciting agenda of activities, including grantees' events, research action projects (RAPs) activities and events, grant writing workshops, and graduate student socials. In addition we will be having the 4th Biennial Latino Roots Celebration in June 2017, celebrating the fourth cohort of students adding significant Latino stories and research materials to the historical digital repository of the Latino Roots in Oregon Project and the Digital Archives in Special Collections at the Knight Library. We will collaborate with the Latin American Studies Program in the production of its Annual Lecture in Human Rights Bartolomé de las Casas.

Furthermore, as director of CLLAS, one of my goals is to reach out and strengthen our collaboration with other centers within the UO and nationally. CLLAS is currently a leading research center on Latino/a and Latin American studies in the Pacific Northwest, fostering knowledge production through traditional and applied research, as well as community engagement through a variety of projects in which affiliated faculty and graduate students take part.

I am looking forward to a productive year working with staff, faculty, and graduate students connected to CLLAS and with colleagues across campus. ■