

Clas Notes

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CLLAS

CENTER FOR
LATINO/A & LATIN
AMERICAN STUDIES



DIRECTOR'S LETTER

This year has been productive and busy for CLLAS! We got off to a great start launching CLLAS's 2017-2019 theme, "America, Bridge Between Oceans: Ships, Peoples, and Cultures Across the Pacific, the Caribbean and the Atlantic." This two-year theme is coordinated by CLLAS board member Alaf Reyes-Santos, associate professor of ethnic studies.

We produced a strong line-up of research and creative events throughout the year that filled rooms to capacity. We celebrated Latinx Heritage Month in October. Poet Ana-Maurine Lara (assistant professor in anthropology) led "Penelope's Loom: A Creative Writing Workshop" designed for people of color and migrants living in the Pacific Northwest; subsequently, she and the participants shared their writings at a public reading.

CLLAS convened a Town Hall where 2017-2018 Wayne Morse Chair and Pulitzer Prize-winning journalist and filmmaker José Antonio Vargas discussed his creative work and the significance of documentary film and journalism to influence and change negative discourse and portrayals about immigrants.

Responding to the tragic hurricane season that devastated Puerto Rico, CLLAS organized a teach-in for students where Puerto Rican professors Cecilia Enjuto (romance languages-Spanish) and Rocio Zambrana (philosophy) talked about Puerto Rico and its place in the contemporary colonial history of the United States.

In winter term, we featured the work of CLLAS research grantees and Tinker Field Research grantees at our Gender, Displacement, and Cultural Production Research Series. Presentations were well attended by faculty and students. The excellent work produced by the recipients of these seed monies is inspiring.

The highlight of winter term and of our whole year was the 2018 CLLAS Symposium, "Justice Across Borders: Gender, Race and Migration in the Americas." This vibrant event included 15 invited scholars engaged in a rich intellectual exchange and presentations along with UO faculty and students. The symposium stretched the boundaries of

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2018 CLLAS SYMPOSIUM

Justice Across Borders: Gender, Race, and Migration in the Americas

by Alaf Reyes-Santos, Associate Professor, Department of Ethnic Studies



Photo left: Lanie Millar, UO Department of Romance Languages, speaks at the opening panel. • Photo middle: Roberto Arroyo (r), UO Department of Romance Languages, talks about his research on the Chilean poet Adriana Paredes Pinda, while his wife, Selene Jaramillo, prepares to translate. • Photo right: Rocio Zambrana, UO Department of Philosophy, delivers her talk / photos by Alice Evans.

On International Women's Day, March 8th, CLLAS hosted its 2018 Symposium "Justice Across Borders: Gender, Race, and Migration in the Americas." The symposium had 15 invited guests and received vibrant participation from the UO and Eugene community. Participants explored what kinds of new knowledges, art, social transformations, and activism we can create together in the face of increasing inequalities and social violence across the continent. In particular, we emphasized CLLAS' thematic line of inquiry this year—*America, Bridge Between Oceans*—by asking ourselves: What happens when we put the Atlantic world in conversation with the Pacific? What kind of art and cultural production emerges? Which stories of struggles for racial, economic, gender and environmental justice arise? How does looking at Latinx and Latin American Studies from within the Pacific Rim region open up innovative and necessary methodological and analytical horizons?

This was not the usual academic symposium. We sought to engage a multiplicity of voices. The day began with a *moyumba*, or ancestral prayer, by a Cuban osha priestess from Seattle, Jannes Martinez. Our first two panels opened our inquiry into the meaning of justice in the continent through presentations by UO scholars and alumni whose research on gender and racial justice in Latinx and Latin American communities exemplifies our existing excellence in those fields. Our keynote—cosponsored by the Center for Asia and Pacific Studies—was delivered by renowned scholar Dr. Yolanda Martinez-San Miguel, who explored "New Directions in Latino and Latin American Studies: Archipelagic Studies in the Caribbean and the Pacific." Martinez-San Miguel led us into

a conversation about comparative approaches to the study of art, colonialism, and militarism that represent the most cutting-edge trends in the field. The following roundtable showcased our strengths in environmental justice on campus and featured Puerto Rican activist Judith Vega. The roundtable, cosponsored by the Department of Ethnic Studies and Wayne Morse Center was devoted to a conversation about the possibilities for political solidarity among Caribbean, Latinx, and Pacific Islander migrants on the U.S. Pacific coast and islands. Our plenary session included Dr. Monica Rojas, director of Movimiento AfroLatino de Seattle; Dr. Ramona Hernandez, director of City College of New York's Dominican Studies Institute; Dr. Edwin Melendez, director of the Center for Puerto Rican Studies; and Dr. Laura Pulido, department head of ethnic studies at UO. These panelists talked about how emerging migratory patterns, incarceration practices, immigration policies, black or Afro-Latino identities, and white nationalisms are impacting Latinx communities on the East and West Coasts.

In the evening, a poetry and hip hop performance coordinated by Dominican artists Ernesto Lara, Josefina Baez, and UO faculty Ana-Maurine Lara moved us through tears, song, dance, and laughter. It was the perfect way to end a whole day of intellectual and artistic explorations of the meaning of justice. The usual CLLAS pachanga saw our participants dancing to merengue, bachata, R & B, and salsa. Many possibilities of collaboration opened up throughout the day and were consolidated as new collegial relationships emerged.

Thanks to all our sponsors for making this symposium a success. Let's all look forward to the next one coming up in 2020! ■

DIRECTOR'S LETTER, *continued from page 1*

traditional scholarship by engaging other types of knowledge production, including oral traditions, spoken word, performing art, and activism, bringing a multiplicity of voices to a variety of topics affecting the Americas—social injustice, racism, gender violence, and militarism, among others. I invite you to read the page 1 article about the symposium.

In spring term, we featured the research work of grantees in the panel entitled *Latinx and Latin American Studies Intersections: Migration, Indigeneity and Belonging*. This panel drew a fairly good crowd of graduate and some undergraduate students who participated with important questions for the presenters.

In collaboration with the UO Dreamers Working Group, CLLAS sponsored and helped organize the first “Higher Ed. Dreamer Summit: Supporting Oregon Students.” The summit brought together four community organizations and 13 community colleges and universities from across the state that included a nice mix of faculty, staff, and students. It was a vibrant encounter where representatives of each institution shared best practices, challenges, and strategies to help all students, and in particular those under DACA. The Summit was led by professors Lynn Stephen (anthropology), Dan Tichenor (political science), Kristin Yarris (international studies), David Woken (UO Libraries), and Justine Carpenter (director of Multicultural and Identity-Based Support Services), and moderated by Larry Kleinman (director of National Initiatives for the Capaces Leadership Institute, affiliated with PCUN). The results of this energizing and inspiring meeting may pave the path for future summits, leading to the strengthening of institutional networks across the state and our support for all students, particularly those under DACA.

The CLLAS Teach-In “Cuba’s Change of Leadership and Cuba-U.S. Relations” attracted a full room of people from campus and the outside community. Cosponsored by the School of Journalism and Communication, the teach-in featured BBC Mundo journalist Will Grant, who has covered Cuba for many years as well as Mexico, Venezuela, and other Latin American countries. Grant engaged the public in conversation about the historical legacy of the Castro brothers and their influence on new leadership, presenting various scenarios of possibilities for future changes in the island and engagement with the United States.

CLLAS will end the academic year with another graduate research presentation entitled “Intergenerational Perceptions and Experiences Related to Acculturation among Latina/o High School Language Brokers in Oregon,” by Angel Dorantes from the Department of Education Studies.

As we come to a close for this academic year, I want to acknowledge and thank all faculty and staff involved in the UO Dreamers Working Group for their tireless efforts in educating other faculty and staff about DACA students on this campus and others, and about immigration policy in general. The UO Dreamers Working Group provided Ally Training Workshops for over 250 people this year. I hope that we all continue to educate ourselves and resist acts of bigotry, hate, and discrimination toward minorities and international members of our community. CLLAS remains committed to equity and inclusion, not only as core ideas, but as a daily praxis.

Finally, I want to thank each of our CLLAS staff and acknowledge their outstanding work and commitment to everything CLLAS stands for and that is reflected through the research and programmatic agenda CLLAS supports. Thank you to Eli Meyer, Director of Operations; Alice Evans, Communications Specialist; Feather Crawford, Event Coordinator, Kelsey Madsen and Briseida Trapero, excellent work study students. A very special thanks to Tamara LeRoy who has been interning for the Latino Roots in Oregon Project since her undergraduate studies, and who will be departing at the end of spring with her master’s degree in folklore. Tamara, has been an excellent intern, and the Latino Roots Project has reached many places across the state thanks to her dedication.

Also, my special thanks to board member Alai Reyes-Santos for helping put forth the two-year theme and for organizing a terrific symposium. She will continue leading the theme next year in partnership with colleagues affiliated with CLLAS.

Wishing you all a wonderful summer!

Saludos, *Gabriela Martínez, CLLAS Director*
Associate Professor, School of Journalism and Communication

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CLLAS NOTES SPRING 2018

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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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Lynn Stephen awarded Knight Chair

Anthropology professor Lynn Stephen, founder and former director of CLLAS, was awarded a prestigious Philip H. Knight Chair in the College of Arts and Sciences.

“The Knight Chair honors what I believe to be the defining ideal for the University of Oregon—the joint pursuit of excellence in both teaching and research—and is an opportunity for all of us to celebrate this ideal,” wrote Jayanth Banavar, UO provost and senior vice president, in announcing the award.



Lynn Stephen / photo by Jack Liu.

Williams Fellowships go to two CLLAS affiliated faculty

Claudia Holguin and Michelle McKinley were honored by the Williams Council for their dedication and commitment to innovative undergraduate education. Holguin is an assistant professor of Spanish linguistics in the Department of Romance Languages and founding director of Spanish Heritage Language Program, which expands the typical instruction offered by language learning programs at the UO.

McKinley is the Bernard B. Kliks Professor of Law at the UO School of Law and one of the driving forces behind the law school’s undergraduate legal studies program. She is also the director of the Center for the Study of Women and Society.

Julie Weiss awarded two grants

Julie Weiss, associate professor in the Department of History, recently received a Whiting Public Humanities Planning Grant for “Corazón de Dixie: Southern Heritage for Latinx Youth,” project in development with Erik Valera to collaborate with Latinx teen video bloggers (“vloggers”) to create a series of short videos that investigate and celebrate the history of Latin and South American migrants and their unsung contributions to Southern culture. Weiss was also awarded a Franklin Grant from the American Philosophical Society for her current project, “Citizenship Displaced: Migrant Political Cultures in the Era of State Control.”

Brenda Garcia Millan wins prestigious fellowship & teaching award

2017 Tinker grantee Brenda Garcia Millan (MA International Studies, 2018) was selected to participate in the prestigious Latino Mental Health International Research Training Program (MHIRT), sponsored by the University of Southern California Department of Psychology. As a MHIRT fellow, Brenda will spend her summer working along-

side her faculty mentor, Dr. Shoshana Berenzon Gorn, at the National Psychiatric Institute in Mexico City, where her research will focus on improving access to mental health care for underserved communities. MHIRT is funded by the National Institutes of Mental Health, and is designed to train the next generation of researchers focused on reducing mental health disparities for U.S. Latinx communities.

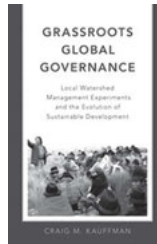
Brenda was also awarded the distinguished and extremely competitive Fulbright English Teaching Assistantship (ETA) Award to teach in Madrid, Spain. Brenda’s Fulbright ETA award is funded by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, the Institute of International Education (IIE), and the Community of Madrid.

Board members & affiliated faculty among winners of internal faculty research grants

Among those receiving Office of the Vice President of Research and Innovation (OVPRI) Research Grants are Lynn Stephen (anthropology), Daniel Steinhart (cinema studies), Laura Pulido (ethnics studies), Ernesto Martinez (ethnic studies), Ana-Maurine Lara (anthropology) and Alai Reyes-Santos (ethnic studies), and Mayra Bottaro (romance languages).

Among those receiving faculty research grants from the Center for the Study of Women in Society are Maria Fernanda Escallón (anthropology), Nicole Giuliani (School Psychology Program, Department of Special Education and Clinical Sciences), Ana-Maurine Lara (anthropology), and Alai Reyes-Santos (ethnic studies), and Ernesto Martinez (ethnic studies).

Kauffman book receives environmental studies award



Craig Kauffman, assistant professor of political science, received an award for *Grassroots Global Governance: Local Watershed Management Experiments and the Evolution of Sustainable Development* (Oxford University Press, 2016). His book won second place for the Harold and Margaret Sprout Award, given by the International Studies Association for the best books in environmental studies.

Katie Meehan’s three-year research project funded by NSF

Last summer, geography professor Katie Meehan started a three-year research project, funded by the U.S. National Science Foundation, exploring how scientists integrate and mobilize climate change knowledge across disciplinary cultures, spatial scales, and international borders. The project examines three case studies of research initiatives in the Americas, including a US-Brazil project, the Fulbright NEXUS, and the Inter-American Institute for Global Change Research (IAI). ■

Second Year Tinker Foundation Grants

Tinker Field Research Grants are open to students across all academic disciplines and graduate degree programs to assist master’s and doctoral students with travel and field-related expenses for brief periods of field research in Latin America. Administered by CLLAS, the program is funded by the Tinker Foundation, with matching funds from the UO Office of Academic Affairs and the Graduate School.

2018 - 2019 RECIPIENTS

- “Scientific Diplomacy as an Interdisciplinary Logic: A Case Study of the Inter-American Institute for Global Change Research.” Lourdes Ginart, Geography.
- “Mass Media and Activism in Argentina.” Liam Machado, Art History.
- “Environmental Justice and the Local Effects of Glacier Melt:

A Case Study in the Peruvian Cordillera Huayhuash.” Holly Moulton, Environmental Studies.

- “State Responses to Gendered Violence: Lessons Learned from a Comparative Case Study of Costa Rica and Guatemala.” Caitlin O’Quinn, Political Science.
- “Indigeneity and Mobilization: ¿How do collective identities of lowland indigenous nations in Bolivia influence their strategies to implement their right to self-determination and cultural promotion?” Maria Pomes Lorences, International Studies.
- “Sounds of Power — Peruvian Colonial Pipe Organs in the Interplay of Cultures.” Natascha Reich, Musicology.
- “Indigenous Maya Labor in the World Heritage site of Chichén Itzá.” Sofia Vidal, Anthropology. ■

Project descriptions: clas.uoregon.edu/grant-opportunities/2018-grant-recipients/

UO Puerto Rico Project: Hurricane Maria and Its Aftermath

by Aláí Reyes-Santos, Associate Professor, Department of Ethnic Studies

On September 19th, 2017, I kept feeling that something was not right, that something was about to happen. Later that night I saw Hurricane María's trajectory as it landed in the Southeastern coast of Puerto Rico and began to travel across the 100 x 35 square miles island, Vieques, and Culebra for hours.

Listening to news reports, my mom's words resonated in my ears . . . the stories she would tell as I grew up of other catastrophic hurricanes . . . how she always warned us that if a hurricane hit the island exactly through the southeastern coast and crossed it through the middle, then the island would be completely devastated. I realized this too late. Our island was about to experience a natural disaster it had not seen for decades, for almost a century. By the time I tried to reach loved ones in the island, there was no cell phone signal. All that was left was to wait until they could reach me.

Some of them had already been living without electricity since Hurricane Irma had passed by the island 15 days earlier. There was no way that the infrastructure would withstand another hurricane, a category four hurricane. To be honest, I was in shock for days. I think many of us were, both in the island and in the diaspora. It was the only way to cope with not knowing how people were, how our towns had fared, who had been injured, who needed help. Shock and prayer were all we had.

I was teaching a new course for ethnic studies titled "Race, Ethics, Justice." Hearing the news, the ways in which our suffering, Puerto Ricans' fear, hunger, illness were being dismissed, unseen, by government officials, a paralyzing pain began to emerge, one that could only be healed through action. But, what kind of action?, I asked myself, when we are here, so far away, on the Pacific coast. After two weeks of barely any news from the mountainous regions, of almost nonexistent aid delivered to the island, of Jones Act obstacles, of loud outcry by friends and allies yet silence from loved ones, I arrived at school and asked my students if they wished to turn the humanitarian crisis in Puerto Rico into a case study for the class. I asked each one of them how they thought they could contribute to help educate others about what was happening in the island.

That is when this project—The UO Puerto Rico Project: Hurricane Maria and Its Aftermath—was born. Every student had something to say, to do, to create. They were inspiring in their commitment to make a difference. They proposed to do research, create educational timelines, and fundraise to send a documentation and relief student delegation to Puerto Rico. And they did it all, while spending a whole quarter reflecting on the meaning of justice and ethical behavior towards Puerto Rico—our dear Boriken—at this critical juncture.

I could not have been prouder of my students and how they inspired a whole community on and off-campus to collaborate to make The UO Puerto Rico Project a reality. This was the beginning of a journey only possible by our students' capacity for critical inquiry, empathy, solidarity, and hope in these harsh times.

And miracles happened over six weeks. Useful bibliographies were put together by our research team . . . soon found on our blog site. The UO Puerto Rico Project Facebook Page and UO Puerto Rico Project You Tube Channel became news outlets.

Four of us drove around the island meeting the amazing local advocates of Corillo 100 x 35, the Brigada Solidaria del Oeste, and the Centro de la Mujer Dominicana, among many others including churches, emerging rural community leaders, makeshift community centers, and schools. You will find stories collected in our journey, as well as with Puerto Ricans living in Oregon, in our Storytelling section on our blog.

We delivered around \$5000 in aid and spent four days documenting what we saw on the island, in particular its hinterlands. Photos are on our blog site.

The historical timelines students created to educate themselves and others are conversation starters about Puerto Rico history, and natural disasters and relief efforts in U.S. territories now and at other times: Puerto Rico History and Hurricane Maria and U.S. Relief Efforts in the Pacific.

May all these resources spark other beginnings . . . other ways of learning about Puerto Rico—Boriken—in the aftermath of Hurricane Maria. May other stories tell us about seeds planted in the middle of destruction that flourish into possibilities not quite imagined before. ■

Read more at blogs.uoregon.edu/theuopuertoricoproject.



Faith: A Journey to Puerto Rico

by Bareerah Zafar

Click. The trees. This picture looks the same as all the rest. Click. More wreckage. Maybe it will look better from this angle. Click. An elderly man, two children, and a woman holding a newborn baby. Oh my goodness, they are beautiful.

Without knowing anything about this family except that they were breathtaking, I snap a photo of them. We move on to the

next house, but I know that a piece of my heart stayed with the family. I just didn't know why until Professor Reyes-Santos told us their story.

The baby's name is Isaac. His mother went into labor during Hurricane Maria. The roads were blocked with fallen trees and debris. Wasting no time, the neighbors came together to clear a path to ensure a safe birth at the nearest hospital.

I go back to this town every couple of days and fondly gaze over the photo of this Puerto Rican family. With the events of today, it is very easy to lose hope. There is suffering on all parts of the globe, the people in power are ill-fit to lead, and Mother Nature is begging us to take better care of her Earth. Before I went to Puerto Rico, I believed that humanity had failed its purpose—to love, protect, and serve one another—and all that was left was for it to crumble.

As I sit in my candlelit room in February 2018, three months after the trip, going over my notes, I see the word "community" on almost every single page, and I realize how wrong I was.

Everywhere we went, a sense of unity and love for one's people was prominent, and it pushed citizens to help one another and become stronger. Puerto Ricans came together as soon as Hurricane Maria hit and got to work.

When the strongest government in the world did next to nothing to help its people, the people took action to help one another. They cleaned their highways. They created roads when mudslides made transportation dangerous. They cooked and gathered clean water for one another. Churches became distribution centers as well as shelter. Puerto Rican relief organizations such as the 100 x 35 and Western Solidarity Brigade trekked through the dangerous mountain roads to get to families who needed help even after the military determined those regions as inaccessible.

To our delightful surprise, my peers and I were offered food, water, shelter, and kindness from those who were on the verge of losing everything. The people we were there to help became our strength.

Through the destruction, I saw resilience. Through the pain and sorrow, I saw beauty.

I spent no more than 15 minutes in that small Puerto Rican town, and I spent no more than two minutes interacting with that family. But their story will continue to inspire me and give me hope. ■

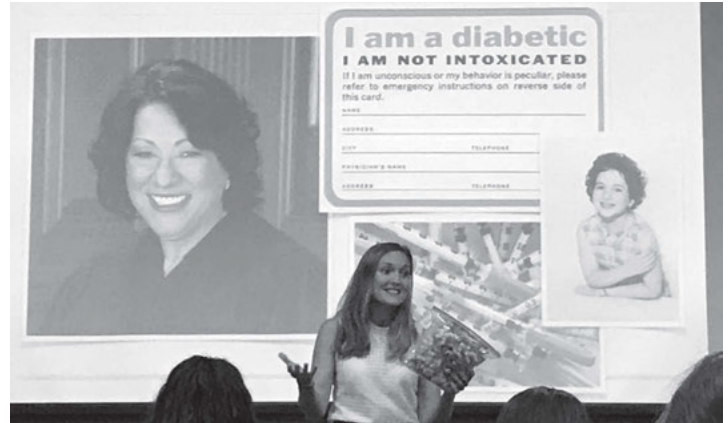
—Bareerah Zafar is enrolled in undergraduate studies at UO.

Developing a Disability Legal Consciousness Racism & Ableism in Special Education Advocacy

by Katie Warden, PhD candidate, Department of Sociology

My dissertation is an ethnographic study of the intersection of gender, race, and disability. Based on 20 interviews with Latino parents and 20 interviews with White parents and 100+ hours of participant observation, I examine the influence of race on how parents of kids with disabilities become advocates for their children in the special education system in Oregon. This research addresses two important gaps in our knowledge about disability. How do parents develop a positive understanding of disability and learn to advocate on behalf of themselves and their children? How do race, gender, and immigration status intersect with disability to create unique experiences, identities, and ways of knowing? Historically, and currently, the disability rights movement and disability studies have failed to include the experiences and voices of disabled people of color. Instead, advocates and scholars assumed that experiences of disability were universal across racial and ethnic groups. As a disabled White person who found a home in the disability rights movement, I am committed to making room within disability spaces for people of color to share their experiences of and perspectives on disability.

This project examines these issues through the lens of support groups for Latino and White parents of children with disabilities. Each month, once in Corvallis, once in Portland, and once in Salem, groups of Latina moms meet to share stories, knowledge, and advice, to learn about services and rights, to practice advocacy strategies, and to develop a more positive understanding of disability. These meetings are opportunities to observe the gendered nature of advocating for children with disabilities; fathers rarely attend and women report being the primary caregivers and advocates for their children at home, school, doctor's appointments and other disability services. As these moms develop a disability legal consciousness, or move from a medical



Katie and two disability rights advocates, Mexican immigrant mothers (not pictured), presented together, sharing personal stories and discussing how ethnicity and race influence experiences of disability, in a UO sociology class.

to a social model of disability, they learn to view disability as a legally protected identity, not a personal tragedy. In effect, together these moms confront and challenge the stigma of giving birth to a child with a disability, often seen as evidence of failed womanhood. Additionally, in these meetings, moms discuss how racial and gender stereotypes influence their interactions, and their children's, with service providers, teachers, and other personnel, in reaction to their advocacy efforts. They interpret this animosity as a response to the way their advocacy breaks stereotypes that Latinas are not rational, not knowledgeable, overly emotional, and docile women.

Participant observation of these Spanish language meetings is contrasted by my observation of an eight-week parent advocacy training program sponsored by a mainstream, predominantly White, disability rights organization. In the mainstream training, barriers and differences created by race and ethnicity were noticeably omitted from discussion, much as they are in the broader disability rights movement. Furthermore, advice given was often culturally or economically inaccessible to many parents. For example, at one training, parents were encouraged to find out the favorite Starbucks drink of their child's teacher and bring that drink when meeting with the teacher. For economically-disadvantaged parents or rural parents this simply is not a feasible negotiation technique; for Latino immigrant parents cultural norms like this may not be part of their cultural toolkits. Finally, although Spanish language interpretation was provided at meetings, parents who used interpretation services sat in a back corner, visibly separated from the rest of the group.

Through observing support group meetings conducting interviews, I seek to understand the intersection of disability, race, gender, class, and nationality in the lives of these parents and how this intersection influences their thinking on and advocacy around disability. What does disability mean to them? How does it change their identity, their daily lives, their experience of the world? What is the experience of parenting a child with a disability like, as a Latino, a Spanish-speaker, an immigrant, in the Pacific Northwest, in this particularly racially-charged time? How does participation in an advocacy group change these parent's experiences and thinking? What policies and structures could be put in place to support these parents, their families, and their children? Thanks to the support of CLLAS, among others, I hope to answer some of these questions in my dissertation. ■

—Katie Warden is a PhD candidate in the Department of Sociology. She holds a JD from George Washington University Law School and a BA in Latin American Studies and Spanish from the University of Oklahoma. Current research interests include discrimination, disability studies, and the sociology of law. Her dissertation examines the advocacy efforts of parents of kids with disabilities in Oregon.

2018-19 Research Support Provided by CLLAS

Graduate Student Research Grants

- “Migration Industry in Oregon: How Contractors Define Living and Labor Conditions of Farmworkers.” Diego Contreras, Sociology.
- “Promotoras de Salud: Addressing Environmental Racism in Southern California.” Cristina Faiver-Sema, Geography.
- “Latinx Theatre Commons’ 2018 Carnival of New Latinx Work.” Olga Sanchez, Theatre Arts.

Faculty Collaboration Research Grants

- “Why Gwarayos Sing: Conservation of the Cultural and Natural Environment through Musical Ethno-education.” By Ed Wolf, Ethnomusicology and Derrick Hindery, International Studies and Geography.
- “Visual Clave: The Expression of the Latino/a Experience Through Album Cover Art: 1940-1990.” Phil Scher, Anthropology, and Cheryl Hartup, JSMA.

Inaugural Latinx Studies Seed Grant

- “A Child Should Not Long For Its Own Image: Literature and Visual Media for Queer Latinx Youth.” Ernesto Martinez, Associate Professor, Ethnic Studies.

For project descriptions: <http://cllas.uoregon.edu/grant-opportunities>

USES OF THE COPAL TREE IN ZAPOTEC OAXACA: RITUAL AND ECONOMY

by Timothy Herrera, Tinker Grantee, Graduate Teaching Fellow, Department of Anthropology

Supported by my grant from the Tinker Foundation, my summer research was an enriching experience that allowed me to practice the anthropological methodologies I have been learning about for years. The purpose was to conduct ethnobotanical research on how the people from the *Valles Centrales* region in the state of Oaxaca, Mexico, use the copal tree, *Bursera spp.*, and the incense derived from the resin of the tree ritually and daily. I will apply this research toward writing a paper to complete a requirement towards receiving a master's degree in cultural anthropology.

Previously I worked on an iconographical analysis of a Pre-Columbian Mixtec Codex, Codex Zouche-Nuttall. The pictorial depictions of copal being used as incense, and for offering purposes inspired me to conduct contemporary research on copal usage ritually in Oaxaca from indigenous descended communities.

I conducted semi-structured interviews with copal vendors, alebrije artisans, huehetes (religious specialists), and other community members in Oaxaca de Juarez, San Antonio Arrazola, and Teotitlán del Valle. I also carried out participant observation by attending masses at different Catholic churches, attending the guelaguetza festival, hiking to find local copal tree variants, visiting museums, visiting tree reforestation nurseries, exploring different *mercados* and *tianguis* (markets), and by learning how to make woodcarvings out of copal wood. I met my objectives by interviewing adult community members from both sexes that spanned from people in their twenties to their eighties.



Photo 1: Copal Blanco and Copal Negro in the Benito Juarez Mercado. Photo 2: *Bursera spp.* leaves at Monte Alban. Photo 3: Alebrije made with copal wood in San Antonio Arrazola / photos by Timothy Herrera.

I learned an important lesson while in Oaxaca about the limits of translating information. I am bilingual in Spanish and English, but in one of the pueblos I worked in they spoke a Zapotec dialect as their primary language. I gathered the empirical and practical information I needed about copal, as the people also speak Spanish, but I will never be able to understand how the people of Teotitlán del Valle truly think or feel about copal until I learn Zapotec.

I would recommend to other people wishing to pursue research internationally not to get discouraged if they are having trouble communicating, because it takes time and practice to learn the regional variant of a language. Therefore, ethnographical work is more time consuming than other types of qualitative data collection.

I hope that the results of my research will contribute to the general knowledge of the importance of copal and its resin in the cosmological, ritual, historical, and daily usage for indigenous descended communities in *Valles Centrales*, Oaxaca, Mexico. This will highlight the importance of sustainably keeping this resource available for the communities that depend on or highly value this product in the future. I presented the preliminary findings at the 2018 LALISA (Latin American, Latino, and Iberian Studies Association of the Pacific Northwest) conference at Lewis and Clark College on April 6, 2018. ■

—Timothy Herrera, a graduate teaching fellow in the Department of Anthropology, is conducting collaborative research with two Zapotec communities.

DREAMERS WORKING GROUP: A REPORT

by Feather Crawford

This year, CLLAS worked closely with the Dreamers Working Group to strengthen alliances on our campus and create a community of welcome. The DWG is made up of UO staff, faculty, and students who support Dreamer students, promote their success and well-being, and raise awareness of challenges they face. Dreamers students are described by the DWG as DACA students, students covered by Tuition Equity, undocumented students, and students from mixed status-families. The CLLAS–DWG partnership is based on shared goals and values, as well as personnel: CLLAS Director Gabriela Martínez serves on the DWG Steering Committee and CLLAS team-member Feather Crawford works part of her time as the DWG Coordinator.

The DWG has given four Dreamer Ally-Trainings, training over 250 UO students, staff, and faculty. These four-hour training sessions include an Info-Session on the realities Dreamers face and empathy exercises that help trainees identify with students and their families. Group scenarios allow trainees to run through common campus interactions from the perspective of Dreamer students. Allies complete their training by devising personal and professional strategies to support Dreamers. The DWG has trained allies in units across campus. Feather and Gabriela were

delighted to facilitate the Ally Training in January, which was attended by UO President Michael Schill among many others.

In April, CLLAS collaborated with the DWG Legislative and Advocacy Committee to plan and host the Higher Ed. Dreamer Summit: Supporting Oregon Students. Over 60 representatives from four community organizations and 13 institutions of higher education gathered for a day of sharing, brainstorming, and coordinating strategies to support Dreamer students. During the morning session, participants shared challenges and success at their campuses. Next, strategy teams formed around pressing subjects such as recruitment, financial resources for students, legal resources, advocacy at the state and national level, and institutional capacity, bringing people from different institutions together for a working lunch. The Summit concluded with the formation of a coordinating committee that included students, faculty, and staff from Rogue Community College, Willamette University, Eastern Oregon University, Western Oregon University, Lane Community College, Oregon State University, Portland Community College–Rockcreek, and Chemeketa Community College. The CLLAS team looks forward to carrying this work ahead and strengthening these crucial networks. ■

—Feather Crawford, ABD, is the CLLAS event planner @ project manager and the Dreamers Working Group coordinator.

CREATING COMMUNITIES OF WELCOME: Understanding Motives to Assist Migrants and Refugees in a Hostile Era

by Brenda Garcia Millan, Karla Schmidt-Murillo, and Kristin Yarris

During the Spring of 2017, Dr. Kristin Yarris and graduate students Brenda Garcia Millan and Karla Schmidt-Murillo from the University of Oregon's Department of International Studies developed a research project investigating the factors that contribute to migrant and refugee inclusion in Lane County, Oregon. The project's idea surged after the rise in anti-immigrant sentiment and hostile immigration policies in the wake of the 2016 presidential election. The research team received the CLLAS Faculty-Collaborative grant, received UO IRB approval for the study in June, 2017, and conducted field research for the project during the rest of the summer and fall of 2017. The research was qualitative, and included open-ended, semi-structured interviews with nearly 30 local volunteers who have provided social assistance to different immigrant and refugee populations in Oregon, in addition to the researcher's participant observation in community groups providing assistance to immigrant and refugee communities.

A central motive of this project is to understand how local communities are responding to the current hostile climate towards immigrants and refugees. The current federal policy landscape includes refugee admissions reductions, the travel ban on eight majority-Muslim countries, the decision to rescind the DACA and DAPA programs, as well as the revocation of Temporary Protected Status (TPS) for Haitians, Central Americans, Nepalis, and other groups. Additionally, discourse around the construction of "the wall" at the U.S.-Mexico border, heightened interior enforcement, and Department of Justice attacks on sanctuary jurisdictions have all contributed to the anti-immigrant climate in the United States. Our project asks: How are local volunteers active in the immigrant integration and refugee resettlement communities responding to the current political climate? What are the motivations of those working as volunteers on behalf of immigrants and refugees? How do these local, volunteer actions create spaces of welcome and inclusion in Oregon? By responding to these questions, our project aims to contribute to broader debates in migration studies about the meanings of citizenship and belonging, and how these meanings are constituted "from below," through local volunteer efforts. Furthermore, we are interested in understanding how these local efforts might constitute a counter to dominant political narratives of ethnonationalism, racism, exclusion, and xenophobia.

The research team conducted a total of 29 interviews with local volunteers in Lane County between September – December 2017. All participants were identified either directly through the researchers' networks, or through word-of-mouth recruitment using volunteer networks. The semi-structured interview guide we developed and implemented consisted of ten open-ended questions asking about volunteers' motives to assist immigrants and refugees, personal and family histories as related to their work with immigrants and refugees, and the types of volunteer engagements they had participated in. All interviews were conducted in volunteers' homes or other community locations and were audio recorded, with participants' permission. The participants are between 22 and 77 years of age, with an average of 53, and all reside in Lane County. Participants vary in terms of professional background, retirement status, religious affiliation, and race/ethnicity, and our interviews sought to elicit how these different aspects of participants' identity might shape their motives to aid immigrants and refugees.

After completing the interviews, the researchers conducted an iterative process of content analysis to identify three over-arching themes from the interviews that help us respond to our research questions. We describe the first theme as "affect politics," which we understand as the ways participants' emotional responses to immigrants and refugees compel them to act on behalf of inclusion and resettlement. For instance, when asked why she first began volunteering with a

local refugee resettlement network, one participant explained, "*It all started when the news was focusing on the 'flood of Syrian refugees,' it was a way to combat the feeling of powerlessness.*" This feeling of powerlessness is an example of how emotional responses can motivate people to act on behalf of displaced persons. In fact, many of our study participants mentioned the Syrian refugee crisis, and in particular, the story Alan Kurdi, a three-year-old Syrian boy who drowned in the Mediterranean while attempting to cross into Europe by boat—a photographic image that circulated widely through international news wires in late 2015—as the catalyst of their work on behalf of refugee resettlement and immigrant integration.

The second theme we identified through our analysis of our interviews was "personal and family history." During our interviews, participants described aspects of their personal family history that they consider relevant to their motivations to assist refugees and immigrants. As an example, in reference to his own family history of displacement, one of the interviewees explained, "*I feel very proud that I am directly descended from immigrations. I know we all are. Just depends on how back we go. In that I've always felt really strongly.*" This participant has been active in immigrant integration and inclusion efforts in Lane County for decades, and sees his family story of immigration as tying him personally to his work on behalf of the community.

The third theme we have identified from our interviews is what we describe as "American values," or the ways that people's understandings of what the United States stands for, or should stand for, motivates them to act on behalf of immigrants and refugees. In fact, participants articulated a strong sense that America should accept immigrants and refugees, and that this inclusion is part of what makes this country unique. Often, this sense of nationalism is tied to people's personal stories as descendants of immigrants, but our analysis is also interested in the idealized sense of American values articulated by our participants. As an example, several interviewees referenced the work by Emma Lazarus "New Colossus" or the Statue of Liberty poem as a guiding principle for their work, citing, "*Give me your tired, your poor, your huddled masses yearning to breathe free...*" as an embodiment of this ethos of welcome and inclusion.

While our analysis of our interview corpus is ongoing, we have tentatively generated some initial conclusions from this work. First, we view affect and emotion as a central motive for people to engage in political action on behalf of immigrants and refugees; often, people's emotional responses emerge from a sense of helplessness and wanting to engage in local activities that counter this feeling through concrete acts of welcome and inclusion. In many cases, people's affective responses to contemporary displacement reflect their sense of disconnect between the current hostile response of the United States towards immigrants and refugees and the fact that their own ancestors were immigrants who fled persecution to rebuild their lives in this country. In these cases, volunteers connect their motives to help immigrants and refugees to a way of building the type of community and nation that they idealize the U.S. should be—a country offering welcome to those seeking refuge. That the current political climate is acutely hostile to immigrants and refugees thus only further fuels volunteers' sense of outrage and injustice, further motivating them to act to create spaces of welcome and belonging. In this regard, this study on refugee inclusion in Lane County shows that these resettlement efforts offer a glimpse of what an inclusive citizenship might look like at this historical moment. ■

—Brenda Garcia Millan and Karla Schmidt-Murillo are graduate teaching fellows, and Kristin Yarris is an assistant professor, in the Department of International Studies.

Clas Notes

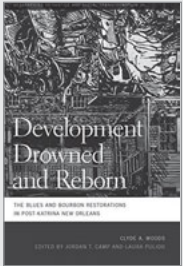
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Recent Books in Latino/a & Latin American Studies

Development Drowned and Reborn: The Blues and Bourbon Restorations in Post-Katrina New Orleans, by Clyde Woods; edited by Laura Pulido (Head, UO Department of Ethnic Studies) and Jordan Camp. (University of Georgia Press, 2017). **Globe Book Award for Public Understanding of Geography, from the Association of American Geographers.** "This sensitively edited, posthumously published work of the late Clyde



Woods is of major importance for anyone interested in African American history and its radical traditions. Woods provides a powerful optic for understanding the long unfolding of black freedom movements across time, while also explaining the persistent reinvention and re-institutionalization of spatial and economic strategies of racial dominance. Insistently claiming the social life that has been made on the horns of white supremacy, Woods reminds us that the radical Reconstruction agenda remains unfulfilled—that even as racial despotism has demonstrated resilience and capacity for reinvention, so too has the 'Blues tradition' of struggle. The dialectic continues."—Nikhil Pal Singh.

Book chapters @ recent journal articles by faculty

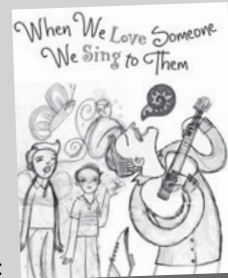
For descriptions of recent journal articles written by CLLAS-affiliated faculty and graduate students, in keeping with the CLLAS mission, go to: clas.uoregon.edu/research/journal-articles-2/

CLLAS Awards the Inaugural Latinx Studies Seed Grant to Ernesto Martínez

CLLAS selected a project submitted by Ernesto Martínez for its first Latinx Studies seed grant for research or creative projects. Martínez is an associate professor in the UO Department of Ethnic Studies.

Martínez's proposal, "A Child Should Not Long for Its Own Image: Literature and Visual Media for Queer Latinx Youth," entails four components: (1) the production of the short film *La Serenata*; (2) the premier screening of the film at the University of Oregon, followed by a discussion with the director and fellow collaborators; (3) a community conversation about queer Latinx youth with teachers and parents in the Eugene/Springfield area; and (4) free distribution of the bilingual children's book *When We Love Someone, We Sing to Them* to local schools, libraries, and community centers.

La Serenata is a film adaption of a children's book that Martínez wrote, entitled *When We Love Someone, We Sing to Them*, which is forthcoming from Reflections Press. "Both the screenplay and the book," Martínez said, "tell the story of a Mexican-American boy who learns from his parents about serenatas and why demonstrating romantic affection proudly, publicly, and through song



is such a treasured Mexican tradition. One day, the boy asks his parents if there is a song for a boy who loves a boy. The parents, surprised by the question and unsure of how to answer, must decide how to honor their son and how to reimagine a beloved tradition."

Martínez told CLLAS, "The film and the children's book are a response to the lack of Latinx representation in contemporary cultural production for youth. For example, Latinxs constitute 18 percent of the U.S. population. However, only 2.9 percent of children's books reflect Latinx communities."

CLLAS plans to award one seed grant each academic year of up to \$2,500 to support research or creative projects in Latinx Studies that fits within the CLLAS mission. Projects that include collaboration between UO units, involve the wider Eugene/Springfield, Oregon, or Latinx communities/organizations/institutions in the U.S. or propose other forms of community engagement are particularly welcome, but not required. ■