

LATINO ROOTS I

ANTH427M/ANTH 527M, J 427M/J527M

Winter 2015 – Monday and Wednesday

From: 12 noon – 1:50 p.m.

Room: 260 Condon Hall

Instructors:

Lynn Stephen (Department of Anthropology, CAS)

Office: 316 Condon Hall

Office Hours: Tuesdays 12:30 – 2:30 p.m. or by appointment

Phone: 346-5168

Email: stephenl@uoregon.edu

Sonia De La Cruz (School of Journalism and Communication)

Office: Annex, Suite 3

Office Hours: Wednesdays 2:00 – 4:00 p.m. or by appointment

Phone: 541-346-####

Email: delacruz@uoregon.edu

COURSE DESCRIPTION:

The dominant historical narrative for the state of Oregon has centered on the Anglo-American pioneer experience. In this course, we will broaden the historical narrative of the state of Oregon through studying, theorizing, and documenting the depth and breadth of Latino and Latin American immigration, settlement, social movements, and civic and political integration in Oregon during the 20th century. This history will be embedded in the larger racial/ethnic and colonial histories of the territory which became the state of Oregon, including Native, Asian, Anglo, and African-American histories which helped shape the climate of Oregon for Latinos and other communities of color.

After an initial five weeks of reading secondary texts and historical documents, students will learn the methodologies of archival research, oral history interviews, and journalistic and audio/visual recording. This course combines ethnographic and journalistic documentation of the ethnic histories of Oregon with oral history research and preservation. This class is the first in a two-course sequence. Latino Roots II will be taught in spring term of 2015 as ANTH428M/ANTH528M and J 428M/J528M on Mon. and Wed. 10 a.m. – 11:50 a.m. in the Cinema Studies Lab in Knight Library (second floor).

Learning Objectives:

Be able to describe the key historical processes, structures, and events that are a part of Oregon's racial/ethnic history from 1800 to the present.

Be able to explain what settler colonialism, racial ethnic hierarchies, and racial formations are as concepts and specifically in relation to Oregon history.

Articulate the key moments in the formation of Latino history in Oregon as a state.

Describe and explain key factors and parts of the diversity of Latino populations in Oregon.

Describe and analyze the place of your own personal history in a larger framework of racial

and ethnic histories of the western U.S.

Identify your own research participants and a plan for documenting their stories in video.

Complete an oral history interview on audio and video tape.

Write a film treatment plan.

ASSIGNMENTS AND GRADING

Students are expected to read all required readings, actively participate in class discussions and workshops, and complete the following assignments:

UNDERGRADUATES:

PCUN Assignment: Due second week of class. Two-page assignment based on consulting a specific document from the PCUN collection in Knight Library held in Special Collections and University Archives on the second floor of Knight Library (10 percent).

Initial paper: covering topics from first five weeks due at end of fifth week of class (30 percent) (undergrads).

Personal Narrative This assignment encourages students to reveal themselves and explore their personal self-representation” through writing a narrative which began with the question: “Where do I come from—what are my roots ?”(20 percent, due in week seven) and posting it on class discussion board.

Latino Roots Project Proposal: outlining the planned oral history interview, timeline, framing, completion plans due during the seventh week of class (20 percent).

Draft Oral History Interview Materials: Partial Transcript, Videotape, audiotape, any other materials submitted as a working document that will be used in the following class as well (20 percent). Due last day of class.

GRADUATE STUDENTS:

Graduate students are expected to read all required readings plus readings assigned only to grad students, primarily theoretical material (approximately 175 pages per week), actively participate in class discussions, in a separate graduate student weekly seminar of 1 hour every other week and to participate in leading that seminar. They also complete the following assignments:

PCUN Assignment: Due second week of class. Five-seven page assignment based on consulting several specific documents from the PCUN collection in Knight Library held in Special Collections and University Archives on the second floor of Knight Library (10 percent).

Research Paper: 12-15 pages going in-depth into a specific theoretical topic and case study covered in the class with additional sources (30 percent)(Due by end of sixth week of class).

Personal Narrative: This assignment encourages students to reveal themselves and explore their personal self-representation” through writing a narrative which began with the question:

“Where do I come from—what are my roots?” Grad student paper 7-10 pages (20 percent)

Latino Roots Project Proposal: of 5- 7- pages outlining the planned oral history interview, timeline, framing, completion plans due during the seventh week of class (20 percent).

Draft Oral History Interview Materials: Complete Transcript, Videotape, audiotape, any other materials submitted as a working document that will be used in the following class as well (20 percent)

UG Educational activity	UG Hours	UG Comments (if any)
Course attendance	40	20 lectures/discussions@2.0 hours each
Watching filmic examples	10	1 hour per week
Assigned readings	40	4 hours per week, 125 pages/week
Written and audio/video assignments	50	Average of 5 hours per week, for all short papers, midterm, oral history interviews, transcribing
TOTAL HOURS	140	

G Educational activity	G Hours	G Comments (if any)
Class attendance	40	Lectures 2 hours 2x/week. 4 hrs.
Grad Discussion Section	5	1 hour x 5 meetings
Reading	70	7 hours per week, 175 pp./week
Writing Assignments	80	5 written assignments
TOTAL HOURS	195	

UG Assessment type	% of grade	UG Description (if any)
PCUN assignment	10percent	Short archival research paper
Midterm paper	30 percent	Requires readings from first 5 weeks
Personal Narrative	20 percent	Self narrative
Latino Roots Proposal	20 percent	Requires use of methods readings and interviews
Oral History materials	20 percent	Oral history partial transcript, video, audio
TOTAL	100	

G Assessment type	% of grade	G Description (if any)
PCUN archive analysis	10	Analyze 3 pcun historical docs from archive, write 7 pages
Research paper	30	In-depth analysis and case study
Latino Roots proposal	20	In-depth project proposal for film, audio
Personal narrative	20	Long narrative plus analysis using methods info
Oral history transcript	20	Grads do complete transcript of interview,
Audio, video record		Submit additional materials
TOTAL	100	

Late papers, assignments, and exams will be graded down one full letter grade.

Class attendance. Because this class has many speakers and a high level of student participation, attendance for every class is important.

PLAGIARISM IS NOT PERMITTED IN THIS CLASS. Plagiarism consists of turning in a paper or exam or exam question written by someone else, taking something written in a book by someone else and including it in a paper without quotation marks, and paraphrasing parts of books as if they were your own. This includes anything that is on the internet in electronic form, power point slides used in class lectures, as well as in printed form. If you are quoting more than four words, put quotation marks around it and footnote it. Even if you note something in your bibliography and fail to put quotation marks around it in the text, it is still plagiarism. Any plagiarized papers will receive an F. No negotiations.

Incomplete Policy. No incompletes will be given in this class except in relation to extreme circumstances such as a documented critical illness (mental or physical). If you have a serious issue that comes up and causes delays in your assignment or interrupts your attendance please see us immediately and tell us what is going on as soon as you can. Please do not wait until the term is over or nearly over. If you register for the class and do not complete the assignments and do not communicate and attain my agreement for the specific terms for granting you an incomplete, you will be given credit for the work you turned in and receive an F for work not turned in. This will be calculated as part of your final grade.

Required Texts (available at UO Duckstore):

- Gonzales-Berry, Erlinda and Marcela Mendoza. *Mexicanos in Oregon: Their Stories, Their Lives*. Corvallis: Oregon State University Press, 2010. ISBN 978-0-87071-584-6
- Martinez-HoSang, Daniel, Oneka LaBennett and Laura Pulido. *Racial Formation in the twenty-First Century*. Berkeley and London: University of California Press, 2012.
- Ritchie, Donald. *Doing Oral History: A Practical Guide*. New York: Oxford University Press, 2003. ISBN 0-19-515434-7
- Xing, Jun, Linda Gonzalez Berry, Patti Sakurai, Robert D. Thompson, Jr., and Kurt Peters. *Seeing Color: Indigenous Peoples and Racialized Ethnic Minorities in Oregon*. Latham: University Press of America, 2007.

READINGS:

There are assigned readings posted on blackboard. PDFs posted on blackboard are under the “course documents” section. There is a folder for each week with assigned readings for each week.

Other readings (like from the textbooks) are listed below in the week-by-week schedule.

WEEK-BY-WEEK COURSE TOPICS, READINGS, AND ACTIVITIES**WEEK ONE. *Re-envisioning Oregon in the Americas: Native America, New Spain, Mexico, and the Oregon Territory. Library visit for assignment***

Oregon’s history is defined by changing borders, migration patterns, and the intersections of different cultures and identities. During the 1800s, Oregon country shared boundaries with Canada and Mexico and encompassed Native American territories. This introductory week of class will focus on questions such as: what were the processes of identity construction happening in Oregon from 1800 – the 1840s? How did the arrival of missionaries, over 50,000 people on the Oregon Trail, the incorporation of Oregon Territory in the United States, and the forced removal of dozens of ethnic groups from their land bases result in conflict and in re-alignment of ethnic and cultural identities?

Mon. January 5 - Foundations: Imagining America, Colonialism, and Racial Ethnic Hierarchies in the Western U.S.

READ: Read Pickard, Paul. Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity. Chapter 2, Colliding Peoples in Eastern North America, 1800-1780, pp. 29-40, The Border Crossed Us; Euro-Americans Take the Continent, 1830-1900, pp. 129-170. Posted as PDF on Blackboard under Week One.

Stephen, Lynn. “Walls and Borders: The Shifting U.S.-Mexico Relationship and Transborder Communities.” PDF posted.

Wed. January 7 - Visit by Dr. David Lewis, Cultural Resource Manager, Southwest Oregon Research Project (SWORP) co-founder and organizer, Confederated Tribes of the Grand Ronde. Visit: <http://www.grandronde.org/>

READ: “Indigeneity, Settler Colonialisms, White Supremacy,” by Andrea Smith in *Racial Formations*, pp. 66 – 90.

David Lewis, “Four Deaths: The Near Destruction of Western Oregon Tribes and Native Lifeways, Removal to the Reservation, and Erasure from History. *Oregon Historical Quarterly*, Vol. 115 (No. 3), pp. 414-47, 2014. PDF on Blackboard under Course Documents, week 1.

Recommended:

David Lewis, “Natural Foresters: Native Timber Traditions and Logging from the Grand Ronde Tribe.” In Keni Sturgen and Kylie Pine (eds.). *Willamette Valley Voices: Connecting Generations*. Vol. 3 (No. 1): pp. 11-26. Salem: Willamette Heritage Center. 2014. PDF on Blackboard in Course Documents

under week 1.

Linc Kesler, Oral Narratives of the Klamath Termination, pp. 151-172, in *Seeing Color*.

Lani Roberts and Ed Edmo, "Celilo Falls: Parallel Lives Along N'Che Wana, pp. 173-184, in *Seeing Color*.

Plan to visit the PCUN collection at Knight Library after first day of class. Spend one hour reading a specific document from the PCUN papers on the second floor in Special Collections and University Archives. Specific assignment handed out in class and posted on Blackboard under week one.

WEEK TWO. Immigration Patterns and Regional Racial Construction in Oregon from 1850 – 1940.
First writing assignment due on Wed., Jan. 14th

When Mexico ceded half of its territory to the U.S. in 1848 through the Treaty of Guadalupe Hidalgo, what kind of impact did that have in what became the states of Oregon and California?

During this week we will explore Mexico's loss of half of its territory in 1848, the arrival of Vaqueros (cowboys) to eastern Oregon in the late 1860s, Mexicans who worked on building Oregon's railroads and other infrastructure, and those who came north after the Mexican Revolution to work in agriculture and other areas. We will examine these arrivals in relation to the state's exclusion and anti-miscegenation laws as a way to look at the construction of racial categories and hierarchies during this period.

Mon. January 12 - From New Spain to Independent Mexico and U.S. Colonialism and Expansion

READ: Treaty of Guadalupe Hidalgo <http://www.azteca.net/aztec/guadhida.html>

Background, map, and original copy of Treaty of Guadalupe Hidalgo

<http://www.loc.gov/rr/hispanic/ghtreaty/>

The Gadsden Purchase (document at end of website) <http://www.gadsdenpurchase.com/>

Mexicanos in Oregon: Their Stories, Their Lives. 2010. Erlinda Gonzalez Berry and Marcela Mendoza. Corvallis: Oregon State University Press, Chapters 1.

Wed. January 14 - History of Racial Formations in Oregon: White Supremacy, Racisms, Exclusions, and Early Communities of Color

Peggy Pascoe, "A Mistake to Simmer the Question Down to Black and White," *The History of Oregon's Miscegenation Law*. In *Seeing Color: Indigenous Peoples and Racialized Ethnic Minorities in Oregon*, Jun Xing et.al (eds.), pp. 27-43. University Press of America, 2007.

Gendering Racial Formation by Priya Kandaswamy, in *Racial Formations*, pp. 23-44.

Janet Seiko Nishihara, Japanese Americans in Eastern Oregon: The Wartime Roots of and Unexpected Community, pp. 44-60, in *Seeing Color*.

Sarah M. Griffith, Ethnicity, solidarity and Tradition: A Study into the dynamics and complexities of the

Chinese Immigrant Community in John Day, pp. 61-78, in *Seeing Color*.

WEEK THREE. *Increasing Complexity of Oregon's Latin American and Latino Population: 1940-1980*

Beginning with the Bracero Program that brought more than 15,000 agricultural and 15,000 railroad workers to Oregon during World War II, the Latin American origin population in Oregon began to grow significantly and to establish local and regional presences in areas such as Portland, St. Paul, Woodburn, Independence, Ontario, Medford, Nyssa, and Hood River. While Bracero workers were from Mexico, Operation Peter Pan brought dozens of Cuban youth to Oregon as part of a plan to rescue young people from Fidel Castro's regime in the early 1960s. In the 1950s immigration from South America and the Caribbean also becomes evident, particularly in the Portland area. We will explore the different kinds of national and ethnic groups that arrived during this period and look at their forms of cultural and civic organization as well as their struggles to be recognized.

Mon. January 19 - No class, Martin Luther King Day.

Wed. January 21 - Braceros, Tejanos, Mexicanos, and Cubanos Building Community in Oregon.

FILM: Lisa Rummeler on Cubano settlement in Portland. Screening of Rough Cut of Latino Roots in Oregon 1 hour feature film.

READ: Johanna Ogden. "Race, Labor, and Getting Out the Harvest: The Bracero Program in World War II Hood River, Oregon." In *Memory, Community, and Activism: Mexican Migration and Labor in the Pacific Northwest*, Jerry Garcia and Gilberto Garcia, eds., pp. 129-152. East Lansing: Julian Samora Research Institute, Michigan State University Press, 2005. (PDF on Blackboard under week 3)

Carlos S. Maldonado. "Testimonio de un Tejano en Oregon: Contratista Julian Ruiz." In *Memory, Community, and Activism: Mexican Migration and Labor in the Pacific Northwest*, Jerry Garcia and Gilberto Garcia, eds., pp. 205-232. East Lansing: Julian Samora Research Institute, Michigan State University Press, 2005. (PDF on Blackboard, under Week 3).

Mexicanos in Oregon, Chapter 2.

Lynn Stephen, Chapter 3. Mexicans in California and Oregon. *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon*, pp. 63-94. Durham: Duke University Press, 2007. (PDF on Blackboard Under Week 3)

WEEK FOUR. *Ethnic, national, and other Diversity in Latino Immigrants in Oregon: 1980-Present.*

This week will highlight the building of additional generations of Latino immigrants in Oregon and document the rich diversity of ethnic, linguistic, and national difference captured within the Latino and Latin American immigrant communities of Oregon. Students will be introduced to the 17 different indigenous languages and groups from Guatemala and Mexico found in Oregon, the experiences and histories of immigrants from Chile, Argentina, El Salvador and elsewhere who come to the U.S. and to Oregon to escape political repression, and more recent immigration from California, Arizona, and Texas

of families who have a longer history in the U.S. southwest.

Mon. January 26 - Increasing Diversity in the Latino Population of Oregon.

READ: *Mexicanos in Oregon: Their Stories, Their Lives*. 2010. Erlinda Gonzalez Berry and Marcela Mendoza. Corvallis: Oregon State University Press, chapters 4 -8.

Race, Racialization, and the Latino Populations by Tomás Almaguer, in *Racial Formation in the Twenty-First Century*, pp. 143-161.

Conceptualizing Transborder Communities. In *The Handbook of International Migration*, Marc Rosenblum and Daniel Tichernor (eds.). New York: Oxford University Press, 2012, pp. 456-477 (PDF available on Blackboard under Week 4).

Latino Roots in Lane County. Center for Latino/a Latin American and Caribbean Studies, 2009. PDF available on Blackboard under Week 4).

Wed. January 28 - Speakers, Meche Lu and Selene Jaramillo.

Watch the Following Films:

Graciela (Meche) Lu by Elizabeth Miskell. <http://latinoroots.uoregon.edu/our-course/elizabeth-miskell/>
 Jimena Kheav Gambetta by Salomé Serrán. <http://latinoroots.uoregon.edu/our-course/salome-serron/>
 Evan Bosch by Julia Thornton.
<http://latinoroots.uoregon.edu/our-course/julia-thornton-2/>

WEEK FIVE. *Latino and Latin American Cultural and Social Movements in Oregon*

This week will highlight the histories of organizations such The Valley Migrant League from 1964-1975, The United Farmworkers in Oregon, (1968- 1973), the birth and development of Pineros y Campesinos Unidos del Noroeste (PCUN, Tree Planters and Farmworkers United of the Northwest (1977 – present), the development of Catholic masses and activities for Spanish speaking parishioners, UNETE in Medford, and the development of Latino businesses, restaurants, and media in the state from 1970 to the present.

Mon. February 2 - Jaime Arrendondo, Carmen Gonzales de Jesus, PCUN guest speaker

READ: *Mixtec Farmworkers in Oregon: Linking Labor and Ethnicity through Farmworker Unions, Hometown Associations, and Pan-Indigenous Organizing* by Lynn Stephen, pp. 136-150 in *Seeing Color*.

The Story of PCUN and the Farmworker Movement in Oregon (2012), by Lynn Stephen, interview transcripts of Larry Kleinman, Jaime Arredondo, Lorena Manzo. Posted as PDF files under Week Five of Blackboard.

Wed. February 4 - Taking Apart Our Own Histories and Places in the Racial-Ethnic Hierarchy of Oregon.

Film Excerpt: Last Chance for Eden

Facilitated conversation. Assignment passed out for personal narrative to be posted on Blackboard discussion board for class.

Read: Leyva, Xochitl. 2011. Walking and Doing: About Decolonial Practices. Collaborative Anthropologies 4:119-138. (PDF On Blackboard under Week Five).

Go to this link to access Sjalel kibeltik, Sts'isjel ja kechtiki', Tejiendo nuestras raíces:
<http://jkopkutik.org/sjalelkibeltik/>

MIDTERM PAPER DUE IN CLASS on: Wednesday, February 4th

WEEK SIX. *Oral History Methods I: Interviews and Using a Camera*

Methods: How do you carry out unstructured interviews, and ethnographic conversations? How do they later appear in a book? We will discuss these different methods and their relationship to creating the textual form of “the oral history.”

Ethics: What are requirement for human subjects proposals? What are ethical considerations in recording oral histories? How is consent contained? What are issues of confidentiality we need to be aware of in recording oral histories? Which things don't belong in the public record and how is that determined? How do you empower participants to collaborate in decisions about the content of their oral history?

Mon. February 9 - Oral History Methods and Practice Interview

READ: Doing Oral History, Chapters 1, 2, 3, 4.

Chapter 6. In-Depth, Open-Ended Interviewing *From Essential Ethnographic Methods*, by Schensul, Stephen, Jean J. Schensul, and Margaret Diane. Walnut Creek, CA: Altamira Press, 1999.
 (PDF file on Blackboard under Week Six).

READ: Human Subjects Document for Latino Roots Project. Bring consent forms to class to discuss (Under Week One on Blackboard), Also under “Forms” folder.

Wed. February 11 - Workshop on How to Use Cannon Vixea Cameras. Proposal needs to identify how the ultimate documentary will be framed—the story line, who is going to be interviewed, when, and what additional material will be gathered (documents, photographs, films, texts, etc.) to supplement the recorded oral history. In addition, the proposal needs to contain a detailed list of questions that will be asked of the participant (person whose oral history is being recorded). Initial interviews need to be scheduled and shot on video, recorded on audio by Feb. 25th

WEEK SEVEN. *Reading Archives and Pre-production Planning for Field Production. Class held in library on Monday and Wednesday.*

Mon. February 16 - Class visits Knight Library, works with Linda Long and David Woken looking at photos, maps, other paper documents. Learn how to work with archive materials.

READ: *Doing Oral History*, Chapter 5, 6

Chapter 9 in *Essential Ethnographic Methods* (on archival and text-based research, PDF file on Blackboard under Week Seven)

Wed. February 18 - Class returns to library to discuss digitizing standards with Karen Estlund as well as how to work with video, pre-plan production and gather necessary materials outside of interviews.

READ: Digital Preservation, Under Week Seven Blackboard, Power point Presentation.

PROCESS FOR COMPLETING ORAL HISTORY INTERVIEW AND VIDEO FOR LATINO ROOTS I and II, Under Week Seven Blackboard. Look at the following forms:

THREE FORMS YOU NEED TO USE WITH YOUR INTERVIEWEE (Available in Spanish and English)

1. **Human Subjects Form:** grants permission for oral history interview, for audio-taping oral history interview, for video-taping follow-up meeting, to use real name (not a pseudonym).
2. **Release Form for Latino Roots Documentary Video and Archiving of Audio, Video, Written Interview Transcripts, and other Materials.**
3. **Deed of Gift Agreement:** copyright and property rights to oral history interview, audio/video recordings, transcriptions, all derivatives, any future additions, and any other materials (photos, documents) donated to Special Collections and University Archives.

PROPOSAL FOR ORAL HISTORY PROJECT DUE IN CLASS TODAY!

WEEK EIGHT. *Points of View, Authority, and Written versus Oral Knowledges and Histories, Transcription*

Mon. February 23 - How do you tell a story? What do Oral Histories and Documentaries Represent?

Whose side do you tell a story from? What is truth? What is fact? What is the line between fiction writing, history, and ethnography? What is the position of the author? Who is the "subject?" How do you represent multiple view points, multivocality?

What do oral histories represent? Whose voice(s) do they reflect? What is the role of taping, transcribing, and editing in oral histories and testimonials? What is the role of silence?

READ: Clifford, James, "Identity in Mashpee," In *The Predicament of Culture: Twentieth Century Ethnography, Literature, and Art*, pp. 277-346. Cambridge: Harvard University Press, 1988.

Story Basics. PDF on Blackboard Under Week 8.

Theorizing Alternative Journalism (pp.117-135) by Chris Atton and James F. Hamilton.

Wed. February 25 - Transcription Workshop. Bring your digital audio-recorder, one audio interview file, and a laptop computer. We will work in teams and work with Olympus transcription software and foot pedal.

How do you transcribe audiotape and audio from video footage? What kind of voicing do you look for? What can you learn from transcribing about the way you have conducted your interview? What is missing? What holes need to be filled? What kind of background material do you need to complete the story? What images, other footage will be necessary?

Students will be trained on how to use digital transcribing software to produce partial transcripts of their recorded interviews. This will serve as a useful tool for logging their videotape and for any subtitling that needs to take place. It also serves as a way to listen to the interviews and analyze their content and process.

WEEK NINE. *Writing for oral histories and script preparation for documentaries.*

Mon. March 2 - Panel Discussion by Past Latino Roots Students: Moving from Interviews to Film
 Monserrat Alegria, Senior in School of Journalism, Lidiana Soto, M.A. student, Schools of Journalism and Communication, Sam King, Ph.D. Candidate, Department of Anthropology.
 Watch the following films before class:

Dagoberto Morales by Monserrat Alegria: <http://latinoroots.uoregon.edu/our-course/shannon-east/monserrat-alegria/>

Gabriel Sanchez by Sam King: <http://latinoroots.uoregon.edu/our-course/samantha-king-2/>

Rosalinda Morales by Lidiana Soto: <http://latinoroots.uoregon.edu/our-course/lidi-soto/>

“Deportation Nation: Tratando de Soñar en Ingles” by Byron Sun:
<http://latinoroots.uoregon.edu/our-course/byron-sun-2/>

READ: Shifting Borders: Conceptualizing, Researching and Teaching on Mexicano Roots in Oregon by Lynn Stephen. Paper presented at the American Anthropological Association Meetings, Nov. 18, 2012, San Fransisco, CA. Available as a PDF file on Blackboard under Week 10

Wed. March 4 - Workshopping Script Ideas and Drafts.

How do you move from your interview to a script? How do you draw out the main idea you want to convey? How to read transcripts for stories.

Grad Student Reading: Gary Delgado, Kill the Messengers: Can We Achieve Racial Justice without Mentioning Race? And Devon Carbado and Cheryl I. Harris, The New Racial Preferences: Rethinking Racial Projects, in *Racial Formations in the Twenty First Century*.

Consent forms for oral histories due from all students.

WEEK TEN. Reviewing and Evaluating Oral History Materials

Mon. March 9 - Student Presentations.

Students each prepare a five minute oral presentation about their future film to the class. Students will be assigned a partner who will offer written feedback.

Grad Student Reading: Racial Formation Rules; Continuity, Instability and Change. Michael Omi and Howard Winant, in *Racial Formations in the Twenty First Century*.

Wed. March 11 - Student Presentations continue.

On the final day of class students will turn in:

1. Copies of transcripts,
2. Copies of video files and audio files on USBs or CDs
3. Inventory of other materials they will be using for the second part of the class.

Extra Credit Opportunity: CLLAS Symposium “Public Engagement in Latin@ and Latin American Studies” on Thursday, March 12th (Extra credit for attending)

The symposium will be a space for students, teachers, researchers and activists to come together to hear about exciting work being done on issues of Latino/a equity, human rights, and culture.

Panel Presentations — Knight Library, Browsing Room

- “Advancing Latino Equity in Oregon”
- “Human Rights and Social Memory in Guatemala: The National Police Archive”
- “Latino History, Resources, and Public Education in Oregon”
- “Afro-Descendant and Indigenous Music and Culture”

Keynote Address

- Speakers: Marco Saavedra and Lizbeth Mateo (Dream Act activists)

Reception and Music Performance — Gerlinger Hall, Alumni Lounge

- 5:00-6:00 Light Dinner/Reception
- 6:00-7:30 Music/Dance with music from De Cajon Project/UO student ensembles