LATINO ROOTS I
ANTH427M/ANTH 527M, J 427M/J527M
Winter 2022– Monday and Wednesday, 10 am.-11:50 a.m. 203 Condon Hall.

Instructors:
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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 Latinx 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 American, Asian, Anglo, and African American histories which helped shape the climate of Oregon for Latinos and other communities of color. We will pay specific attention to the ways that anti-Black racism and white supremacy have grounded much of Oregon history. The class will develop an in-depth understanding of concepts of race, ethnicity, racism, and alliance. This class has a special focus in on partnering with immigrant rights organizations in Oregon including Huerto de la Familia and Centro Latinoamericano in Eugene and PCUN and Capaces Leadership Institute in Woodburn.

After an initial five weeks of reading secondary texts and historical documents, students will learn the methodologies of archival research, oral history interviews, and documentary/journalistic audio/visual storytelling. This course combines ethnographic and documentary/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 2022 as ANTH428M/ANTH528M and J428M/J528M on Tuesday and Thursday 8:00 – 9:50 a.m. in the Cinema Studies Lab in Knight Library (second floor).
Learning Objectives/Outcomes:

--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.

--Be able to explain the concepts and histories of anti-Black racism and white supremacy in general and as reflected in Oregon history.

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

--Describe and explain key factors and parts of the diversity of Latinx 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 format.

--Complete an oral history interview on audio and produce a transcript.

--Write a documentary film treatment plan.

ASSIGNMENTS AND GRADING
Students are expected to read all required readings, actively participate in class discussions and workshops, and complete the assignments listed below. All assignments are to be uploaded to Canvas through the assignments tab. Detailed instructions for each assignment will be posted in the assignments section of Canvas.

UNDERGRADUATES:

PCUN Assignment: Due week 2-Wed. Jan.12th
Two-page assignment based on consulting a specific document from a box of copied documents taken from the PCUN collection in Knight Library held in Special Collections and University Archives on the second floor of Knight Library (10 percent).

Personal Narrative: Due week 5-Mon. Jan. 31st This assignment encourages students to reveal themselves and explore their personal “self-representation” through writing a narrative which begins with the question: “Where do I come from—what are my roots?” (20 percent, due in week six)

Midterm paper: Due week 7, Mon. Feb. 14th. This paper covers topics from the first six weeks (30 percent) (undergrads).

Latino Roots Documentary Film Proposal: Due week 9-Wed.March 2nd. The proposal outlines
the storyline of your documentary, including the planned oral history video interview, timeline, framing, completion plans. This is the plan for the documentary you will make in Latino Roots II, based on your audio oral history interview (20 percent).

**Draft Oral History Interview Materials:** Due week 10-Wed. March 9th. Partial transcript, audio recording, any other materials submitted as a working document that will be used in spring term (20 percent).

**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 separate graduate student meetings scheduled after class begins (at least 4 times) and to lead one of those meetings. They also complete the following assignments:

**PCUN Assignment:** Due week 2-Wed. Jan.12th. Five-seven-page assignment based on consulting several specific documents from a box of documented copied from the PCUN collection in Knight Library held in Special Collections and University Archives on the second floor of Knight Library (10 percent).

**Personal Narrative:** Due week 5-Mon. Jan 31st. 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)

**Research Paper:** Due week 7, Monday, Feb. 14th 12-15 pages going in-depth into a specific theoretical topic and case study covered in the class with additional sources (30 percent).

**Latino Roots Documentary Film Proposal:** Due week 9-Wed. March 3rd. The proposal is five to seven pages outlining the storyline of your documentary and planned oral history video interview, timeline, framing, completion plans. This is the plan for the movie you will make in Latino Roots II, based on your audio oral history interview (20 percent).

**Draft Oral History Interview Materials:** Due week 10-Wed. March 9th. Complete transcript, audio recording, any other materials submitted as a working document that will be used in the following class as well (20 percent).

<table>
<thead>
<tr>
<th>UG Educational activity</th>
<th>UG Hours</th>
<th>UG Comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>40</td>
<td>20 lectures/discussions@2.0 hours each</td>
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<tr>
<td>Watching filmic examples</td>
<td>10</td>
<td>1 hour per week</td>
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<tr>
<td>Assigned readings</td>
<td>40</td>
<td>4 hours per week, 125 pages/week</td>
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<tr>
<td>Written and audio/video assignments</td>
<td>50</td>
<td>Average of 5 hours per week, for all short papers, midterm, oral history interviews, transcribing</td>
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### G Educational Activity

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<td>Lectures 2 hours 2x/week. 4 hrs.</td>
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<tr>
<td>Grad Discussion Section</td>
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<td>1 hour x 5 meetings</td>
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<tr>
<td>Reading</td>
<td>70</td>
<td>7 hours per week, 175 pp./week</td>
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<tr>
<td>Writing Assignments</td>
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<td>5 written assignments</td>
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**TOTAL HOURS:** 140

### UG Assessment Type

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<tbody>
<tr>
<td>PCUN assignment</td>
<td>10%</td>
<td>Short archival research paper</td>
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<tr>
<td>Midterm paper</td>
<td>30%</td>
<td>Requires readings from first 5 weeks</td>
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<tr>
<td>Personal Narrative</td>
<td>20%</td>
<td>Self-narrative</td>
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<tr>
<td>Latino Roots Proposal</td>
<td>20%</td>
<td>Requires use of methods readings and interviews</td>
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<tr>
<td>Oral History materials</td>
<td>20%</td>
<td>Oral history partial transcript, video, audio</td>
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**TOTAL HOURS:** 195

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

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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.

Open Learning Environment
The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Our classroom has a culture of inclusion and respect. The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity. http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf

Welcoming Campus and Classroom
This classroom embraces everyone, and all immigration statuses and we will actively work to create a safe and inclusive space for those who need open support for their own and their family’s immigration status. Consistent with the statement of UO President Michael Schill of September 4, 2017: Regardless of what happens in our nation's capital, I want to again make very clear that the University of Oregon supports every student, regardless of immigration status. Every person on our campus is valued and welcomed because of and not despite their diversity of thought, race, culture, background, religion, gender identity, sexual orientation, and birthplace. Our many differences enrich this institution's learning environment, enhance the student experience, and are essential to our mission of teaching, research, and service.

Accessible Education
The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Accommodations will be
made for all students needing them in consultation with that student and any other support team members. https://aec.uoregon.edu/

**Academic Disruption**
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

**COVID Containment Plan for Classes**
As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves prevention, containment, and support. Here is information critical to how the UO is responding to COVID-19. https://provost.uoregon.edu/covid-containment-plan-classes

**Good Classroom Citizenship in COVID-19**
- Wear your mask and make sure it fits you well
- *Stay home* if you’re sick
- *Get to know your neighbors* in class, and let them know if you test positive
- *Get tested* regularly
- Watch for *signs and symptoms* with the daily symptom self-check
- *Wash your hands* frequently or use hand sanitizer

**Required Texts** (available at UO Duckstore and as ebooks at UO library, log in with your UO ID):

**READINGS:**

There are assigned readings other than those in the required book. They will be posted on Canvas. There is a module for each week with assigned readings for each week.

All readings are listed below the date you are to have read them by.

**Race, Racism, Whiteness, and National Cultures of White Supremacy**
Prior to engaging with Oregon history, we will build a foundational understanding of race, racism, whiteness, and white supremacy.
**Mon. January 3.** Class Introduction, discussion of how our work can contribute to racial justice and histories combatting white supremacy.

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 (SCUA). The specific assignment is handed out in class and posted on Canvas Assignments.

You should upload your assignment to canvas.

A box of PCUN documents will be placed on a course reserve in SCUA. Students will not need to request the materials in advance of a visit. They will come to the registration desk to obtain a locker for their personal belongings and inform the registration desk student they are a member of the Latino Roots class using the PCUN box materials. The course reserve materials will be brought into the reading room for the students to conduct their research.

**Wed. January 5—** Multiculturalism, Post Obama, Contemporary American Racisms and How to Fight White Nationalism in Schools.

Read: Ibrahm Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, pp. 469-511, chapters titled 99.9 Percent the Same; The Extraordinary Negro; Epilogues. PDF on Canvas under Week One Module.

READ: 11 step guide to understanding race, racism, and white privilege
http://citizenshipandsocialjustice.com/2017/10/14/11-step-guide-to-understanding-race-racism-and-white-privilege/ (Link on Canvas Under Week One Module)

Confronting White Nationalism in Schools, Western States Center.
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/ConfrontingWhiteNationalismInSchoolsToolkit.pdf (Link on Canvas Under Week One Module)

**Re-envisioning Oregon in the Americas: Native America, New Spain, Mexico, and the Oregon Territory.**

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. 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 10-** Foundations: Imagining America, Colonialism, and Racial Ethnic Hierarchies in the Western U.S.

10:00 – 10:40, Lynn Stephen

10:50 -11:50, Jennifer O’Neal


Grad students read: Mishauna Goeman, *Introduction: Gendered Geographies and Narrative Markings*. PDF posted on Canvas under Week 2 Module.


Visit and read digital Exhibit: Racing to Change (about Eugene).
[https://mnchexhibits.uoregon.edu/racing-to-change/](https://mnchexhibits.uoregon.edu/racing-to-change/)

READ:

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


**Preparing to work with Robin Wall Kimmerer**

**Monday January 17th –No Class-Martin Luther King Jr. Day**

**Wednesday, January 19th. Read:** The Gift of Strawberries, Burning Cascade Head, Putting Down Roots, and Old-Growth Children in *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, by Robin Wall Kimmerer. Milkweed Editions, 2013. PDFS Under Week 3 Module on CANVAS. We will create some questions for our conversation on Monday and continue discussing Oregon as a quasi-apartheid state and racial formations.

**Mon. January 24-** 10-11:15 a conversation with Robin Wall Kimmerer. Connecting Native ways of knowing, storytelling, and our planet. Place TBA. We will meet outside regular classroom.

**Increasing Complexity of Oregon’s Latin American and Latino Population and Social Movements**

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 youths 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.

We also 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 Nordoeste (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.

**Wed. January 26th Oregon’s Latinx Histories: 1890s to the 1990s**


**Monday, January 31st. Latinx Labor Organizing and Social Movements.**

Assignment 2, Personal Narrative Due on Canvas at 11:50 p.m.

Class Visit by Jaime Arredondo, Director of CAPACES Leadership Institute, Reyna Lopez, PCUN Executive Director. Presentation of histories and current projects of PCUN and CAPACES and possible collaborations with class.


**Wednesday, Feb. 2nd Indigeneity, Afro-descendants, and “Other Race” Among Latinx Communities**


Selections from Bussell, Bob (editor) *“A State of Immigrants”: A New Look at the Immigrant Experience in Oregon*. Pick two of the short articles to read from the following authors: John Arroyo, Bobbie Bermudez, Daniel Lopez-Cevallos, Jose Melendez, Lynn Stephen, Daniel Tichenor. PDF post on Canvas under Week 4 module.
Watch the Following Films:
Graciela (Meche) Lu by Elizabeth Miskell. [http://latinoroots.uoregon.edu/our-course/elizabeth-miskell/](http://latinoroots.uoregon.edu/our-course/elizabeth-miskell/)
--Evan Bosch by Julia Thorton. [http://latinoroots.uoregon.edu/our-course/julia-thornton-2/](http://latinoroots.uoregon.edu/our-course/julia-thornton-2/)
--Dreams that Cross Borders by Emily Chaves [https://latinoroots.uoregon.edu/aiovg_videos/dreams-that-cross-borders/](https://latinoroots.uoregon.edu/aiovg_videos/dreams-that-cross-borders/)
--Bené by Emily Masucci. [https://latinoroots.uoregon.edu/aiovg_videos/bene-by-emily-masucci/](https://latinoroots.uoregon.edu/aiovg_videos/bene-by-emily-masucci/)
--Diego Vasquez: De Oaxaca a Oregon by Romario García-Bautista. [https://latinoroots.uoregon.edu/aiovg_videos/diego-vasquez-de-oaxaca-a-oregon-by-romario-garcia-bautista/](https://latinoroots.uoregon.edu/aiovg_videos/diego-vasquez-de-oaxaca-a-oregon-by-romario-garcia-bautista/)


**Oral History Methods I: Interviews and using a digital recorder and video camera for data gathering and storytelling.**

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

Ethics: What are requirements 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?

**Wed. Feb. 9th.** Oral History Methods, Practice Interview, and Intro to Documentary Theory and Praxis - camera framing/language.


READ: Human Subjects Document for Latino Roots Project. Bring consent forms to class to discuss.

READ: Documentary Storytelling, Introduction, pp. 1-16

**Mon Feb. 14th Midterm Due.** - Workshop on camera operation and aesthetics. We will work in pairs or groups of three-four. Location TBA.
READ: Documentary Storytelling, Chapter 2, Story Basics, pp. 19-36.

**Reading Archives and Pre-production Planning for Field Production. Class held in library on Wednesday, Feb. 16th**

**Wed. Feb. 16** - Class visits Knight Library, Special Collections. Plan to arrive early.
Part I. Learn how to work with archive materials (10:00-10:40)

Part II. Digitizing standards discussed as well as how to work with video, pre-plan production and gather necessary materials outside of interviews. (10:45-11:50)


READ: Digital Preservation, Under Module Week Seven on Canvas, Power point Presentation.

**PROCESS FOR COMPLETING ORAL HISTORY INTERVIEW AND VIDEO FOR LATINO ROOTS I and II, Under Week Seven Canvas.** 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.

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

**Mon. February 21**

Transcription Workshop. Bring your digital audio-recorder, one audio interview file, and a laptop computer. We will work in teams to learn how to transcribe. People can share different transcription options. UO has Olympus but there are many other programs.

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.

**Wed. Feb. 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 viewpoints, multivocality?

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


*Writing for oral histories and script/treatment preparation for documentaries.*

**Mon. Feb. 28** - Panel Discussion by Past Latino Roots Students and Movie Collaborators: Karina Lopez, Esperanza Mora, Tim Herrera.

Watch the following film before class:

Una Jaula de Oro by Karina Lopez  [https://latinoroots.uoregon.edu/aiovg_videos/una-jaula-de-or](https://latinoroots.uoregon.edu/aiovg_videos/una-jaula-de-or)/

**Wed. March 2** - Workshopping Script Ideas/Treatment 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. Workshop in class.


**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.

*Reviewing and Evaluating Oral History Materials*

**Mon. March 7** - 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 9** - Student Presentations continue.
On the final day of class students will turn in:

1. Copies of transcripts,
2. Copies of audio files on USBs or upload to Canvas
3. Inventory of other materials you will be using for the second part of the class.