DRAFT SYLLABUS  5 Nov. 2010

LATINO ROOTS I ANTH410/510  J 410/510
Winter 2011  M W 10:00 – 11:50
360 Condon Hall
Instructors: Gabriela Martínez (School of Journalism and Communication)
Lynn Stephen (Departments of Ethnic Studies and Anthropology, CAs)

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.

After an initial five weeks of reading secondary texts and historical documents, students will learn the methodologies of archival research, oral history interviews, and journalistic and audio/visual recording.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 2011 as J 421/521.

ASSIGNMENTS AND GRADING

Students are expected to read all required readings (approximately 125 pages per week), actively participate in class discussions and workshops and complete the following assignments:

SWORP Assignment: Due second week of class. Two page discussion of interesting questions and observations from consulting Southwest Oregon Research Project in Knight Library (10 percent).

Initial paper: covering topics from first five weeks Due at end of fifth week of class (40 percent). class.

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 (30 percent).

Required Texts in UO Duckstore:

WEEK BY WEEK COURSE TOPICS, READINGS, AND ACTIVITIES

Jan. 3, 5. 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? 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?


Stephen, Lynn. Walls and Border: The Shifting U.S.-Mexico Relationship and Transborder Communities. PDF manuscript


Plan to visit SWORP collection at Knight Library after first day of class. Spend one hour paging through one part of the collection. Write up a two page report on what specific documents you reviewed and questions that came to your mind.

Students will be given an assignment involving the Southwest Oregon Research Project that is housed at Knight Library. This will allow them to get their feet wet both in understanding the complexity of Native American history in Oregon and of conducting archival research. The Southwest Oregon Research Project (SWORP) Collection consists mainly of photocopies of widely scattered and overlooked original documents pertaining to the history of the Native peoples of greater Oregon. The collection dates primarily from the 1850s to 1920, though a few documents are from as recent as the 1950s. Over this 100-year period, there was a great amount of interest in collecting information on the Native peoples of western Oregon. This is also the period in which the United States government implemented its philosophy of acculturating all Native peoples through the use of boarding schools, missionaries, privatization of Indian lands, and terminations, making the ethnographic materials from this period especially important.

Students will also engage in a close reading of the Treaty of Guadalupe Hidalgo and the Gadsden
Jan. 10, 12. WEEK TWO. Immigration Patterns and Regional Racial Construction in Oregon from 1850 – 1940. First writing assignment due on Wed., Jan 12th

During this week we will explore 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.

Read:


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.

Read:

Erasmo Gamboa. Braceros in the Pacific Northwest: Laborers on the Domestic Front,


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 14 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.

Read:


Speakers: Eduardo Norrel (Cubano, businessman), Emiliana Aguilar (Guatemalteca film-maker)

Jan. 31, Feb. 2. WEEK FIVE Latino and Latin American Cultural and Social Movements in Oregon 1950 – present

This week will highlight the histories of organizations such as Centro Cultural in Cornelius Oregon, 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.


The Story of PCUN, by Lynn Stephen. Transcripts of interviews to update Story of PCUN.
Speakers: Larry Kleinman, PCUN, CAPACEs organizer Abel Valladares speakers on Jan. 31st.

**MIDTERM PAPER DUE IN CLASS on Feb. 2nd**

**Feb. 7-9 WEEK SIX Oral History Methods I: Interviews and Ethnics**

Feb. 7th Discuss Oral History Methods, Example interviews

Feb. 9th Speaker, Nathan Georgitis, Metadata Librarian from Knight Library

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?

Read: Doing Oral History, Chapters 1, 2, 3, 4

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

Proposal for oral history project due in class on Wednesday. Proposal needs to identify how the ultimate documentary will be frame—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. 26th

**Feb. 14-16. WEEK SEVEN Reading Archives and Pre-production Planning for Field Production. Class held in library on Monday and Wednesday.**

Feb. 14th. Class visits Knight Library, works with Linda Long looking at photos, maps, other paper documents.

Feb. 16th 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: Doing Oral History, Chapter 5, 6
Chapter 9 in Essential Ethnographic Methods (on archival and text-based research)

**Feb. 21- 23. WEEK EIGHT. Points of View, Authority, and Written versus Oral**
Knowledges and Histories

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 tapeing, transcribing, and editing in oral histories and testimonials? What is the role of silence?


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

Students will watch Latino Roots pilot documentary. Students are to finish audiotaping and videotaping their oral history interview during this week.

Feb. 28, March 2. WEEK NINE: Writing for oral histories and script preparation for documentaries. Class held in Library both Monday and Wednesday.

Class will meet in the Knight Library Media Lab for two sessions this week. Work will focus on transcribing of digital audio files, introduction to digital video editing.

How do you transcribe audiotape and videotape? 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.

Consent forms for oral histories due from all students.

March 7, 9. WEEK TEN: Reviewing and Evaluating Oral History Materials

Students will be organized into working groups and will present to one another their preliminary results. The class of 30 will be divided up into six groups of five. Each group will be paired with another to share materials, offer evaluations to one another. The two professors will circulate among the groups.

On the final day of class students will turn in copies of transcripts, copies of video files and audio files on USBs or CDs, and an inventory of other materials they will be using for the second class.