LATINO ROOTS I ANTH410/510 J 410/510

Winter 2013 M W 2:00 p.m. – 3:50 p.m.
Grad meeting Mondays, 3:50 – 4:50 p.m.
Instructors: Gabriela Martínez (School of Journalism and Communication), 313A Allen Hall, 346-1997, gmartine@uoregon.edu
Lynn Stephen (Department of Anthropology, CAS) 316 Condon Hall, 346-5168, stephenl@uoregon.edu.
Office Hours: Lynn Stephen, Mon. Wed., 12:50-1:50 p.m.
Gabriela Martínez, TBA

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After an initial five weeks of reading secondary texts and historical documents, students will learn the methodologies of archival research, oral history interviews, and journalistic and audio/visual recording.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

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).

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 posted 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.

Required Texts in UO Duckstore:


All other readings are PDFs on blackboard under the “course documents” section. There is a folder for each week with readings for that week in the folder. The other readings are listed below week by week.

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? 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?

Jan 7th. Foundations: Imagining America, Colonialism, and Racial Ethnic Hierarchies in the Western U.S.

129-170. Posted as PDF on Blackboard under Week One.


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


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 16th**

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.

**January 14th** From New Spain to Independent Mexico and U.S. Colonialism and Expansion


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

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

January 16th History of Racial Formations in Oregon: White Supremacy, Racisms, Exclusions, and Early Communities of Color


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


Jan. 21 (no class, Martin Luther King Day), Jan. 23 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.

January 23rd, Braceros, Tejanos, Mexicanos, and Cubanos Building Community in Oregon.
FILM: Lisa Rummler on Cubano settlement in Portland, Gabriela Martinez Clips.


Mexicanos in Oregon, Chapter 2.

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 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.


January 30th, Speakers, Meche Lu, Roberto Arroyo

Watch the Following Films:

Graciela (Meche) Lu by Elizabeth Miskell. http://latinoroots.uoregon.edu/our-course/elizabeth-miskell/

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

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.

**Feb. 4**th Jaime Arrendondo, 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*.


Film Excerpt: Last Chance for Eden

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


Go to this link to access Sjalel kibeltik, Sts'isjel ja kechtiki', Tejiendo nuestras raíces: [http://jkopkutik.org/sjalelkibeltik/](http://jkopkutik.org/sjalelkibeltik/)

**MIDTERM PAPER DUE IN CLASS on Feb. 6th**

**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?

**Feb. 11**th. Oral History Methods and Practice Interview

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

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

**Feb. 13th.** Workshop on How to Use Cannon Vixea Cameras. Proposal for oral history project due in class on today

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.**

**Feb. 18th.** Class visits Knight Library, works with Linda Long 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)

**Feb. 20th** 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 Preservation.

**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.

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

**Feb. 25th** 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 of taping, transcribing, and editing in oral histories and testimonials? What is the role of silence?


Story Basics. PDF on Blackboard Under Week 8.

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

**Feb. 27th.** Transcription Worship. 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 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.

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

**March 4th.** Panel Discussion by Past Latino Roots Students: Moving from Interviews to Film

Ivan Sandoval, Ph.D. candidate, Department of Anthropology, Iris Bull, Master’s students in School of Journalism, Lidiana Soto, Coordinator, Migrant Education, Eugene.

Watch the following films before class:

Sonia Gonzalez by Iris Bull: [http://latinoroots.uoregon.edu/our-course/iris-bull-2/](http://latinoroots.uoregon.edu/our-course/iris-bull-2/)

Josefina Ortega by Ivan Sandoval Cervantes: [http://latinoroots.uoregon.edu/our-course/ivan-sandoval-cervantes/](http://latinoroots.uoregon.edu/our-course/ivan-sandoval-cervantes/)

Rosalinda Morales by Lidiana Soto: [http://latinoroots.uoregon.edu/our-course/lidi-soto/](http://latinoroots.uoregon.edu/our-course/lidi-soto/)

Deportation Nation: Tratando de Soñar en Ingles: by Byron Sun:

**March 6**\(^{th}\) 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**

**March 11**\(^{th}\). 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*.

**March 13**\(^{th}\). Student Presentations continue.

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.