“Our mission is to abolish white supremacy through scholarship and creative expression, fostering community, and providing students with the intellectual tools to help fulfill their potential as historical actors creating a more just world.”
ES DEVELOPING A GRADUATE PROGRAM

The department of Ethnic Studies is in the process of developing a graduate program. We hope to offer both a PhD as well as a graduate certificate in Ethnic Studies. The PhD program would serve the entire Northwest region and be the first of its kind in the state of Oregon. The impetus for the new initiative includes a program evaluation which indicated that the department would benefit from a graduate program; student demand; and the growing recognition of the importance of ethnic studies, as seen in the recently passed House Bill 2845, which requires ethnic studies at the K-12 level in Oregon. The bill was introduced by ES alum Representative Diego Hernandez (D – East Portland). UO would join other western schools, such as UC Berkeley, UC Riverside, UC San Diego, and CU Boulder, in offering a PhD in Ethnic Studies.

The Graduate Certificate would offer a course of study for UO graduate students in other departments who would like to receive advanced training in ethnic studies. The PhD proposal has already passed several rounds of approval and we hope to secure final approval from Oregon’s Higher Education Coordinating Commission by June 2019. If all goes well, we will welcome our first cohort of PhD students in Fall 2021. Stay tuned for updates!

PROFESSOR LANI TEVES PUBLISHES Defiant Indigeneity

Native and Indigenous Studies (NAIS) and ES joined forces to celebrate the publication of Professor Lani Teves’s book, Defiant Indigeneity: The Politics of Hawaiian Performance (University of North Carolina, 2018). In this important work Professor Teves explores the many meanings and usages of “Aloha” on the part of Native Hawaiians. She argues that the US as a settler state has demanded that Native Hawaiians practice a particular form of “Aloha,” in which it is equated with friendly hospitality to outsiders.

The reality, of course, is far more complex. Dr. Teves surveys a range of different cultural expressions which are not typically associated with “Aloha,” but that are critical to Native Hawaiian identity and resistance, including drag performance, ghost tours and music. In January several noted scholars, including Maile Arvin, Joyce Pualani Warren, and Brian Klopotek, offered critical comments on Teves’s book to a packed audience at the Long House.
Laura Pulido joined the UO faculty in Fall 2016 as a professor of ethnic studies and geography. In Fall 2017 she became the department head of ethnic studies. Highly regarded as one of the leading figures in environmental justice scholarship and activism, Pulido is the author or co-author of three books and co-editor of three anthologies, including *Black Brown Yellow and Left: Radical Activism in Los Angeles* (2006), *A People’s Guide to Los Angeles*, with Laura Barraclough and Wendy Cheng (2012), and most recently, she and Jordan Camp completed *Development Drowned and Reborn: The Blues and Bourbon Restorations in Post-Katrina New Orleans* (2017), posthumously for Clyde Woods. Prior to UO she was a professor at the University of Southern California in the department of American Studies & Ethnicity. Her current research is an “Historical Atlas of White Supremacy” which focuses on sites of racial violence associated with the US’s founding and territorial development.

Pulido is excited to join ES in Oregon because of the department strengths in the study of race and ethnicity alongside sexuality and indigeneity. She has already become involved with numerous causes on and off campus, lending her analysis of race, geography, and cultural memory to the Eugene area. She has already given public presentations about racist murals in the Knight Library.

In Winter 2018, Pulido taught, “Race, Nature and Power,” a joint course with the department of geography. One of the projects of the course was to track President Trump’s rollback of environmental protections and to create a digital archive of these actions.

Pulido notes that in the coming years ES is full of possibility, despite the attack on social justice policies across the country. In particular, Pulido feels that ES can prepare future educators, especially those who work in Oregon public schools where the state just passed HB 2845, sponsored by UO Ethnic Studies Alumni (2010) Representative Diego Hernandez (D- East Portland). HB 2845 requires ethnic studies curriculum in K-12 education throughout the state. This means more people will enter the UO already knowing what ES is she anticipates that there will be a greater demand for teachers with expertise in ethnic studies.
It is with great sadness that Ethnic Studies said farewell to Professor Daniel Martinez HoSang in 2017. Professor Martinez HoSang took a position at Yale University in the department of American Studies, where he will help build their program on Race, Immigration and Nation. Professor Martinez HoSang played a crucial role in the growth and development of Ethnic Studies at the UO. When Dan arrived in 2007, the Ethnic Studies department was essentially a stepping-stone for ethnic studies scholars on their way to other places. With boundless energy, Professor Martinez HoSang helped stabilize the department and transform it into an innovative and distinctive department.

Partly as a result of his efforts, Ethnic Studies now has nine tenure-track faculty and ranks third in the number of ethnic studies degrees awarded in the US. In addition to helping build the department, being an accomplished teacher (he was a recipient of a Williams Award Fellowship in 2016), Dan was especially skilled at fostering community and forging partnerships throughout campus. We know that Dan touched many lives at the UO and he will be sorely missed. We wish Dan all the best in his new position and thank him for his years of service to Ethnic Studies and the UO.
Charise Cheney has been busy developing several new courses, including Black Sexual Politics, Critical Whiteness Studies, and an online version of Race, Sex & Hip-Hop. She is also completing her second monograph, *Blacks Against Brown: The Black Anti-Integration Movement in Topeka, Kansas, 1941-1954* and is in the process of developing a new research project focused on how African Americans have engaged with African culture, especially through dance.

Lynn Fujiwara

Lynn Fujiwara published *Asian American Feminisms and Women of Color Politics* (University of Washington Press, 2018) with co-editor Shireen Roshanravan. In addition to her co-written Introduction, her chapter, “*Multiplicity, Women of Color Politics, and an Asian American Feminist Praxis*” was also published in the collection. She co-chaired the 2017 Association for Asian American Studies Site Committee for the meetings in Portland, Oregon, and has been busy working on the Ethnic Studies Ph.D. and Graduate Certificate proposals.

Michael Hames-Garcia

Michael Hames-García has been working to create a new Latinx Scholars Academic Residential Community (ARC) beginning in Fall 2019. The ARC will include a year-long class coordinated with Chicana author Helena María Viramontes in the fall. They are also looking forward to teaching an Inside/Out class in 2020 as part of UO’s Prison Education Program. Professor Hames-García has been active with the faculty union, serving as Vice President for Equity and Diversity for United Academics of the University of Oregon (UAUO) and Vice President for Organizing and Membership for the statewide chapter of the American Association of University Professors (AAUP). They were also instrumental in revising the UO multicultural requirement and participated in both the UO Dreamers Task Force and the Latinx Strategies Group. In summer 2019, they will be a fellow in the Pardee RAND Graduate School’s Faculty Leaders Program. They are currently writing a book, tentatively titled, *Power, Inequality, and Criminal Justice: An Intersectional Approach.*

Brian Klopotek

Brian Klopotek won a Fulbright García-Robles Award, US Studies Chair in 2018. He spent his time at the Universidad de las Americas-Puebla, and taught Native US studies classes to predominantly Mexican students as well as a Native environmentalism class in the Programa de Liderazgo para Jóvenes Indígenas to a group of Indigenous Mexican and Guatemalan college students. While in Mexico he was able to further develop his project evaluating the ways that constructions of race and Indigeneity on both sides of the US-Mexico border shape Indigenous identities in the US, especially in relation to the Choctaw-Apache Tribe of Ebarb, Louisiana.
Sharon Luk
Sharon Luk has been busy publishing her scholarship. Highlights include her book, *The Life of Paper: Letters and a Poetics of Living Beyond Captivity* (Univ of CA Press, 2017), an article “The Problem of Study: China in American Studies and the Materials of Knowledge” in American Quarterly (Fall 2017) and “Ourselves At Stake: Social Reproduction in the Age of Prisons” in The New Centennial Review (forthcoming, fall 2018). In addition, she has been working on the graduate studies committee.

Ernesto Martinez
Ernesto Martinez has continued to co-chair the Association for Jotería Arts, Activism, and Scholarship, and serves on the nominating committee of the American Studies Association. He also received several internal university grants and awards for his queer Latino/x youth storytelling project (www.femeniños.com). The grants and awards included the Provost’s Fund for Faculty Excellence Award, the Faculty Research Award from the Office of the Vice President for Research and Innovation, the Faculty Research Grant from the Center for the Study of Women and Society, and a Project Grant from the Wayne Morse Center for Law and Politics.

Stephanie Nohelani Teves
Stephanie Nohelani Teves spent the 2016–2017 academic year as a postdoctoral scholar at Yale University in the Center for the Study of Race, Indigeneity, and Transnational Migration. She recently published a book *Defiant Indigeneity: The Politics of Hawaiian Performance* (University of North Carolina Press, 2018), as part of the Critical Indigeneities series. She has been active in the Native Strategies Group and developed a new class, “Introduction to Pacific Islander Studies.”

Laura Pulido
Laura Pulido recently published an article that she co-wrote with her students, “Spectacular Racism, Environmental Deregulation and the White Nation in the Trump Era.” The article, which appeared in the Annals of the Association of American Geographers, was based on a collective research project that she undertook with her students in “Race, Nature & Power” (Geography 410/510). She is currently serving as a Resident Scholar at the Wayne Morse Center for her project, “Cultural Memory and White Supremacy in the Creation of the US.”

Alai Reyes-Santos
Alai Reyes-Santos has been developing various projects: *The UO Puerto Rico Project*, created with Ethnic Studies students; *The Decolozing Knowledge: AfroIndigenous Women Healers* Digital Archive, a collaboration with Anthropology Professor Ana-Maurine Lara; and a manuscript-in-progress entitled, *Oceanic Whispers: Chronicles at the Edge of Empire*. Her coauthored article: “Mangu y Mofongo: Dominican-Puerto Rican Families and IntraLatinx Subjectivities” was recently published in CENTRO Journal.
The Ethnic Studies Department congratulates our colleague, Ernesto Martínez, for winning a prestigious 2018 Faculty Excellence Award! Each year, fellow faculty, the deans, and the provost select a small group of faculty members to recognize for their “world-class research and teaching.” Awardees win $20,000 salary supplement or $26,100 for research support.

Professor Martínez has taught at UO since 2006. He is the author or editor of three academic monographs and numerous articles, in addition to his work as a children’s book author and screenwriter. His course offerings in Ethnic Studies range from core classes, such as Introduction to Chicanx/Latinx Studies and Qualitative Methods, to more specialized courses such as Social Progress, Social Change; Queer Migrations; Women of Color Feminisms; and Queer Ethnic Literatures.
On Saturday, 13 October 2018, the Ethnic Studies Department hosted a book celebration and film discussion in honor of the groundbreaking new bilingual queer Latinx children’s book, *When We Love Somebody We Sing to Them* (Reflection Press, 2018), and the short film that it inspired, “La Serenata” (soon to be released). Panelists at this event included Ernesto Martínez, queer Chicano-Rican writer of both works and professor of Ethnic Studies at UO; Maya Christina González, award-winning queer Chicana illustrator, author, educator, and founder of the independent Reflection Press; and Adelina Anthony, acclaimed Two Spirit Xicana Lesbiana actor, writer, teaching artist, and director and producer of “La Serenata.”

The book and film project respond to the urgency to create stories that validate queer Latinx youth, honor Latinx and indigenous storytelling traditions, and affirm queer history and presence in Latinx families and communities. Discussion at the event moved the audience with critical reflections on the creative process: Speaking to the challenges of how to address intimate and historical traumas without reproducing them; how to heal generational and communal rifts in substantive ways; and how to mobilize the creative arts in struggles for social justice for ourselves, our children, our elders, and our communities.
The UO Puerto Rico Project started as a collaborative endeavor with students in the Ethnic Studies course “Race, Ethics, Justice” taught in Fall 2017 at University of Oregon, and UO undergraduate research interns Bareerah Zafar and Vickie Gimm in Winter 2018. This project was inspired by Ethnic Studies students’ desire to use what they learn in the classroom about the ethical claims and quests for justice articulated by indigenous peoples, people of color, LGBTQ and women-identified peoples, the poor and working poor, migrants, people with disabilities, and/or communities facing the lethal consequences of environmental degradation. The students wanted to create knowledge that can impact public debates around these issues. Professor Dr. Alai Reyes-Santos structured the course by organizing student teams in charge of producing educational resources and stories that could be used by the general public, teachers, and professor to educate themselves and others about Hurricane Maria and its aftermath in Puerto Rico. Supported by a generous donor, Professor Reyes-Santos was able to take a group of students to Puerto Rico in Fall 2017.
The 2017 Peggy Pascoe lecture, “Archives, Materiality, History” by Lisa Lowe drew connections between the past and the present. Lowe discussed interdisciplinary methods for constituting and interpreting archival documents and material culture in the recovery of transhemispheric links between European liberalism, settler colonialism in the Americas, the transatlantic African slave trade, and trades in Asia during the late 18th and early 19th centuries.

Lisa Lowe is the Samuel Knight Professor of American Studies at Yale University. Before arriving at Yale, she directed the Center for the Humanities at Tufts, and prior to that, she taught at UC San Diego. She began as a scholar of comparative literature, and her research and teaching has focused especially on race, colonialism, immigration, empire, and globalization. She is the author of Immigrant Acts: On Asian American Cultural Politics (Duke UP, 1996), and coeditor of The Politics of Culture in the Shadow of Capital (Duke UP, 1997). Her most recent book, The Intimacies of Four Continents (Duke UP, 2015), is a study of settler colonialism, transatlantic African slave economy, and the East Indies and China trades in goods and people as the conditions for modern European liberalism and empire.

Pictured: ES office manager
Donella Alston-Cleveland with Lisa Lowe
On April 24, Dr. Charise Cheney was awarded the 2018 Tykeson Teaching Award for excellence in undergraduate teaching, on behalf of the College of Arts and Sciences. Every year the Tykeson Teaching Award focuses on a particular form of pedagogy. In 2018 nominations were solicited for candidates who specialized in teaching large lecture courses. Dr. Cheney regularly teaches ES 101 “Introduction to Ethnic Studies,” often to as many as 200 students at a time. In their evaluations students regularly describe Professor Cheney and her class in effusive terms: “I absolutely loved this course. The teacher is amazing...” ES Head Pulido nominated Cheney not only because she is an extraordinary teacher who deserved to be recognized, but also because of the important work that ES 101 does for the entire campus community.

In her nomination letter Pulido noted that ES 101 is one of the most challenging courses at UO to teach. “Because it is a large introductory course, many students enter the class not believing that race is a serious topic of scholarly inquiry and having to confront their own deeply held assumptions. Such factors can make for a challenging teaching environment, but Professor Cheney is simply brilliant at providing a transformative educational experience.”

Congratulations to Professor Cheney!
Professor Sharon Luk’s recently published book, *The Life of Paper: Letters and a Poetics of Living Beyond Captivity* (University of California Press) won two awards from two different academic associations. The book is an interdisciplinary study of correspondence associated with three different moments of incarceration on the West Coast, including Chinese immigrants, the Japanese American incarceration, and contemporary African Americans prisoners. In this careful study, Professor Luk explores not only the content of the letters, but also how letters functioned to support the incarcerated, consolidate ties with the outside, and can be seen as acts of survival and resistance. The first prize she won is the Matei Calinescu Prize from the Modern Language Association and the second one was the American Studies Association’s Lora Romero First Book Publication Prize. One of the award committee described the book as follows: “A theoretically sharp, elegantly written, and deeply moving work of scholarship. *The Life of Paper* examines how unspectacular acts of letter-writing by incarcerated subjects document and maneuver through the infrastructural scaffolding of citizenship, security, the nation-state, and global capitalism.”

Congratulations to Professor Luk!
Alicia Bronwen Evans
Amber Kay Ball
Andrea T. Garibay
Angelica Mireya Manzo
Briana j. Forbes-Baker
Claudia Isela Urias-Guerrero
Courtney Giana Antonio
Edith Yanira Quintanilla-Hernandez
Edmy Vega
Emma Really Buddeke
Gabriel Martin Gardiner
Haley Elizabeth Case-Scott
Haley Rachelle Mendez
Inoke W. Qarau
Isabel Anna Courtelis
Joaquin Ramos
Juliana Gubreal Rantisi
Katie Chi Lor
Kayla Marie Gonzalez
Kaylyn Canlione
Keera Riana Stephen
Kenya Daniella’Eliza Spears
Korey LaVonne’ Thompson
Kris J. Forbes-Baker
Kris Marie Kuulei Haina Galago
Lauren Miller Bauer
Mary Raven Johnson
Megan Eleanor Peet
Nancy Janet Hernandez
Ryan M. Hunt
Rysuke Yamazaki
Samrawit Getachew Dagne
Shianne Jessica Walker
Sky Wolfram
Sophia Vicencio
Spencer Marineau Smyth
Sydnie Marie Johnson
Vanda Mae Hunter
Veronica Fernandez-Alvarado
Victoria S. Gimm
2018 COMMENCEMENT SPEAKER

Misa Joo

Founder, Pacific & Asian Community Alliance.
Tribal member, Winnemem Wintu Tribe of Northern California
Diego Hernandez graduated from the University of Oregon in 2010 with degrees in Ethnic Studies and Political Science. A Portland native, he represents Oregon’s 47th district. Diego’s professional experience embodies ethnic studies in action. After graduating from UO he earned a Masters’ degree in Social Work from Portland State University and has worked with many social justice organizations, including Momentum Alliance, La Casa Latina, Western States Center, and the McKenzie River Gathering Foundation.

Raised in East Portland, Diego experienced first-hand the challenges that working class families face. Consequently, he is deeply committed to providing access to quality education for all in order to create greater opportunities and equality. He has worked as teacher, mentor, and serves on the Reynolds School Board, where he helped pass the district’s Equity Action Plan.

In 2017 Diego was elected to the Oregon State House of Representatives, where he currently serves as the Vice Chair of the Education Committee, and is a member of the Revenue, Tax Credits, Tax Reform, and Student Success committees, among others. Hernandez’s top priority is fully funding the public education system and associated services in order to level the playing field. This includes affordable housing, infrastructure, health equity, early childhood education, and ethnic studies. Diego believes that ethnic studies is one tool in improving student retention and success and wrote House Bill 2845, requiring Ethnic Studies in K-12. Governor Brown signed the bill in July 2017. Currently a workgroup is developing standards for implementation.

Diego says that ES gave him the tools to think critically: “Ethnic Studies has been the most essential component of my life in terms of my career and I am so appreciative that I have a degree in it...ES was essential for the work that I was going to do, which was community organizing, electoral politics, running for office...The foundation of what I learned in ES was key, not just the organizing component of fighting for departmentalization of Ethnic Studies, which added to my experience as an ES major, but also, just the rigor of the classes.”

“Prioritize finishing your education. If your goal is to do social justice and social change, if you are interested in changing the world, my advice is to finish your degree...Balance yourself, survive, heal yourself. Be part of community. Be part of groups that are healing, whether it is ethnic groups, union groups, or any group of folks that have a shared lived experience.”

- D. Hernandez
Miakah graduated from the University of Oregon in June of 2017 with a degree in Ethnic Studies and a minor in Native American Studies. After graduation she sought to extend her work with the Pacific Northwest tribal climate change project to Alaska Natives. Specifically, she has been connecting the confederated tribes of Siletz Indians with the central council of Tlingit and Haida Indian tribes of Alaska. Together they have been collaborating on a project that collects information regarding the tribes’ needs in terms of assistance, funding and resources. Their goal is to create more viable and lasting tribal climate change planning programs in the southeast Alaska region. They hope to publish this research so that it can be utilized as a tool for state and federal agencies and stake-holders currently working with tribes on climate change.

Miakah recently accepted a job with Eco-Trust, a non-profit based in Portland, Oregon. Their mission focuses on creating equity through environmental management, education and outreach. Miakah is a part of Eco-Trust’s Indigenous Fellowship program and she will be stationed in Hoonah, Alaska. Her job will be to work the community of Tlingit in terms of re-engaging subsistence habits and facilitating programming.

Ethnic Studies has given Miakah an abundance of skills that she uses in her work. Miakah believes her involvement in youth programming with these communities enables her to look at current issues and understand how colonial systems are still at play. Her degree in Ethnic Studies has helped her develop the ability to understand people from many different backgrounds and to help them communicate their needs effectively. She notes: “ES has guided me to be able to better understand my own experiences as an Indigenous person within my family, along with a greater understanding of where people are coming from as a whole. This makes it easier to engage with a wide range of landowners, multi-tier governmental officials, and to translate the needs of the tribe members to policy makers.”

“My education here gave me a much more nuanced perspective on how to view systems, particularly policy and how its been racialized.”

- M. Nix
The Native American Studies (NAS) program has become a model for innovation, opportunity, and connection since it launched in the fall of 2013. The program currently hosts an interdisciplinary minor in Native American Studies, a Native American and Indigenous Studies Academic Residential Community (NAIS-ARC), and a new Indigenous Studies Exchange program with the University of Otago in Aotearoa/New Zealand. Its award-winning faculty work with committed and talented staff to bring a student experience that is dense with opportunities to learn, share, and grow.

The NAS program uses a concentric circles model that encourages students to “start with the ground beneath their feet” and expand outward from there to understand what it means to be Indigenous (or not) to Oregon, the Northwest, the United States, the Pacific, the Western Hemisphere, and beyond. The minor welcomes students of all backgrounds and encourages every student on campus to understand core issues such as tribal sovereignty as part of its service to tribes. Because the program includes faculty from many departments, NAS offers courses on a wide array of topics, including Native histories, literature, languages, feminism, theater, and film, as well as classes focusing on the effects of climate change and colonization on Native peoples. Unique to this minor is the requirement that one course be specifically focused on Oregon Indians and tribes – a requirement that resulted from consultation with educational representatives from Oregon tribes at the time the NAS minor was created. By 2021, the NAS program plans to launch an expanded Native American and Indigenous Studies major, following another round of consultation with educational delegates from Oregon tribes.

In connection with the NAS program, the NAIS-ARC was founded in 2017 and offers students the opportunity to join an academic support network made up of like-minded students, faculty, and support staff. Academic Residential Communities are designed to improve retention and educational opportunities for first-year students. NAIS-ARC students live together in Kalapuya Ilihi Hall, take a one-credit ARC seminar class all year, and take a different four-credit NAS class together each term. The NAIS-ARC serves as a pathway to the NAS minor, since by the end of their first year, students complete four out of the seven classes required by the minor.

An exciting new element of the NAS program is the new Indigenous Studies Exchange program with the University of Otago in Aotearoa/New Zealand, which will send its first cohort in July 2019. Created in collaboration with the Office of International Affairs and the Tribal Liaison’s Office at the University of Oregon, the inaugural cohort will include Lofanitani Aisea-Ball (Klamath/Modoc and Tongan) and Gwen Wolfe (Choctaw).

The NAS program has made great strides since its founding and continues to grow. More than 20 students have already earned the NAS stamp on their diplomas, and there are 30 more NAS minors currently enrolled. The NAS advisory committee thinks holistically and relationally about its work, seeking to build an intellectual, social, cultural, and political community at the University of Oregon. Programs such as the NAS colloquium series, the Native environmentalism poster session, the Native play reading series, and coordinated events with the Native American Student Union and staff and faculty in the Native American Strategies Group make this a campus like no other. Of the program’s many accomplishments, Klopotek says that the UO’s “Native American Studies program is one of the most exciting intellectual spaces on campus. Visitors from other universities constantly comment on how amazed they are about what we’ve been able to build here.”

For more information on the program, its events, and opportunities, visit https://nativestudies.uoregon.edu.
Ethnic Studies applies all donations directly toward program development and student support. A few examples include:

- Purchasing books and DVDs for the Ethnic Studies library serving all Ethnic Studies students;
- Sponsoring student attendance at professional conferences in the way of airfare and registration fees;
- Funding the Marion Ballew Thomas Memorial Scholarship: This award supports undergraduates with demonstrated financial need who are engaged in social research and have a record of community service. Since 2001, Ethnic Studies has awarded 1-3 scholarships, each in the amount of $500, per academic year;
- Growing an endowment: Large gifts can be earmarked as an endowment either to hire new faculty or to support existing faculty initiatives. Please contact us directly or contact the University of Oregon Foundation if you are interested in making a sizable gift.

Professor Brian Klopotek recently completed, The Tunica-Biloxi Tribe: Its Culture and People. Working with the tribe’s Language and Cultural Revitalization Program, the team developed a public history project with two goals: First, they sought to convey the tribe’s history to the larger public, including tribal members, their neighbors, visitors, and politicians with whom interact. Second, they wanted to document Tunica-Biloxi life by collecting new information and new images. The co-editors ensured that every tribal family line was represented among the photographs in the volume, so that each tribal member could identify where their family was represented. The decision to have the tribe itself publish the volume was deliberate, as it is an assertion of tribal competence and sovereignty.