

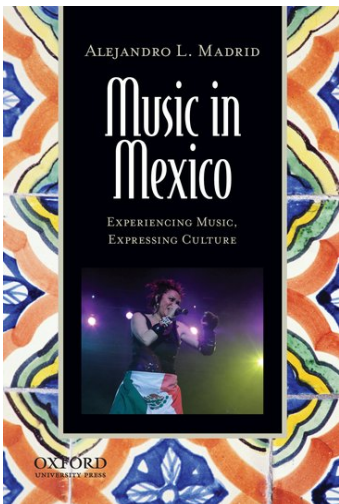
11:00- 11:20 Introductions/Announcements/Updates

Rosa Chavez (Assoc. Dir. CMAE), Lorena Landeros (Advisor, LCB), Cheryl Hartup (Curator, JSMA), María (grad student molecular bio), Sandra Castro (UG Coord Poli Sci), Dulce Castro (Advising), Heather Quarles (RL faculty, Officer UA), Sam Matta (Career Center), Pedro García Caro (RL/CLLAS), Stephanie Garcia (student, UO Fandangueros), Veronica Fernandez Alvarado (student, MEChA & Kappa Delta Chi), Ed Wolf (Faculty, Music)

Guests: Pat Zajac (Event Mngr. Eugene Emeralds), Allan Benavidas (General Mgr. Eugene Emeralds)

Ed Wolf request: MUS 359 Music of the Americas /MUS 410/601 Puerto Rican Ensemble are both under enrolled, please announce to your students & advisees.

MUS 359: Music of the Americas (4 credits) Instructor: J.E. Wolf TR 12:00-1:20 PM + Discussion Section, Room: Clinical Services 250 (CLS 250)



The Americas is a broad geographic expanse covering a range of cultures that is impossible to cover in-depth in a single academic term. There are ideas, however, that can help us bring important aspects of these cultures together: indigeneity, colonization, diaspora, and hybridity. Using these ideas, we will look at three countries and cultures in the Americas to see these ideas help us analyze music in these specific regions. No musical experience is necessary, but students will be asked to think through listening examples to understand why different musics sound the way they do. While we focus on three regions, the ideas are applicable throughout the Americas. This course fulfills the AC (American Cultures) Multicultural Requirement.

Selected Texts Include:

Crook, Larry. 2009. *Music of Northeast Brazil*: Second Edition. Routledge: New York.
Madrid, Alejandro. 2013. *Music in Mexico*. Oxford University Press: New York.
Turino, Thomas. 2008. *Music in the Andes*. Oxford University Press: New York.

MUS 410/610: Puerto Rican Music Ensemble (2 credits) Instructor: J.E. Wolf M 5:00-6:20 PM plus half-hour sectional rehearsal, Room: World Music Ensemble Room, Gerlinger 119



region in question.

One intellectual current within ethnomusicology is the idea of bi-musicality, or the ability to be fluent in more than one musical system. This course emphasizes the practice of music-dance from a specific region/culture and asks students to reflect on how this practice may compare with the musical systems they already have experience with. Students will be asked to take an embodied approach in learning. At the end of the term, students will share what they have learned with others through an end-of-term presentation. Students taking the class for additional credit (beyond 2.0 credits) are required to do additional work such as write an end-of-term research paper or produce a creative project related to

This term is dedicated to learning about the music-dance traditions of Puerto Rico. Several of these are drumming traditions that invite participation (bomba and plena), and everyone will learn a tune in these genres. We will also explore the jibaro orchestra (cuatros / guitars / güicharo / bongó).

AGENDA:

1) Guests: Allan Benavidas & Pat Zajac. New Latinx identity for Eugene Ems Baseball: Los Monarcas

Allan, member of the Diversity Counsel for national minor league baseball, his parents are from Nicaragua & he was born in US. Minor league baseball wants to reach out to Latinx communities.

Step 1: Eugene Emeralds is in the process of creating a Latinx heritage identity (an ongoing project, not a diversity one-off). GOAL: Engage with the Latinx community. Challenge: He is the lone Latinx in the group. They wanted community involvement in developing the new Latinx identity. So far 15 community leaders are involved (Carmen Urbina, Phil Carrasco, area students, and other community activists). Challenge: 96% of fan base of Emeralds is white. They asked the community leaders why? Community answers: It's not the Emeralds we aren't showing up for; it is the community that isn't welcoming to us. So, they were given license by the team mgrs. to change everything about how they are doing business.

Name of the new identity that came out of the community group: **Los Monarcas de Eugene**. Symbolism of the logo: mariposa = migration, inclusion of immigrant community / baseball bat body / dots = 33 countries of Latin American (plus Oregon is 33rd state) / pine tree represents Oregon but, also the pinerxs labor force y su legado en Oregon, Ollin = Aztec symbol / road to get here / 3 sisters / bridge = creating connections in the community.

Announcing the new identity at **Camino del Rio at 1pm on March 20th**. Giveaway 50 Monarch butterfly wing sets to students (Balderas will be present). Chose Camino del Rio specifically because of what happened in December (with taking down We Welcome Immigrants flyers) to move forward with a positive project. Press will be present.

Monarca games will be every Tuesday during the Emeralds season. First Saturday of the season (**June 16th**) will be the first Monarcas game (give away 1000 jerseys); every Tuesday following the team will be **Monarcas de Eugene**. There will be a Latin food café those nights / there will be a cerveza de Monarcas (probably Sol) / Plan to have programs and pocket schedules and announcements in Spanish / 97.7 La Que Buena will be official Latinx station and La X (to broadcast all 38 home games in Spanish – not just the Monarca games – plan for now: stream the Spanish-language broadcast through Alex's La X website) / Planning to work with Immigration Services to do Naturalization oath-taking ceremonies before the Tuesday games. / Celebration: **July 3rd** (a Tuesday) will be a specialty game (with specialty Monarcas jerseys).

LSG suggestion: UO Fandangueros play at a game / hire latinx summer interns & employees (specifically a bilingual assistant for Allan – he and Sam will work on that. Also: hire bilingual staff to work the Monarcas games). Sam invites them to apply to participate in April UO Career Fair (that focuses on summer work).

LSG outing for the June 16th Monarcas game!!!!!!!!!!

2) Vote on new LSG Policy. LSG Funds - how to spend

Discussion: **Lorena** will create 1. a Qualtrics form for funding requests (and add a section that requires a detailed description of the event and connection to our short and long-term goals) must be submitted 1 week before the meeting, minimum, and 2. A second Qualtrics for post-event follow-up to show impact. **Lorena & Ed** will post funding policy & Qualtrics with a link to the LSG website.

- Unanimous vote in favor of new funding allocation process by those present & eligible to vote (3 LSGs / year).
- Unanimous vote in favor of funding dispersal breakdown by those present & eligible to vote.

3) JSMA Latin American Art Collection listing handout (Cheryl Hartup)

Invites us to communicate with her when a purchase of new art would support our pedagogical needs (JSMA wants to diversify regional, time period and genre representation). Email Cheryl, chartup@uoregon.edu, for handout.

Diego Rivera painting, “La Ofrenda” 1931 (never shown before) will be on display for 2 years (starting Fall 2018): Cheryl working on programming around that (1. borrow other related objects from regional museums to flush out the show, 2. do some interdisciplinary programming, maybe with the sciences, 3. (Heather suggests) do some programming with latinx muralists with work in our community, 4. (Ed suggests) do some programming for next Latinx heritage month.

Ed will follow up with Cheryl on developing a Folklore and Public Culture (on Exec Committee) student internship with JSMA. / Sam will connect with Cheryl on posting for student internship in JSMA.

JSMA has submitted a proposal for an MA in Museum Practice (waiting to hear back).

4) Student Voices – LSG working on growing the student representation in our meetings (3 students present today):

Student suggestions:

1. one on one face time outside of offices (because of power dynamics of offices).
2. not many Latinx science students, or science students of color in general & not very connected to each other (work in their separate labs): suggests some kind of outreach event to share what resources are available to them.
3. is Student rep working with Oregon DACA Coalition: trying to do fundraisers for DACA recipients / also want to reach out to faculty who don't understand different situation of DACA recipients (educational events?).

Veronica Fernandez Alvarado is with the Kappa Delta Chi Interest Group: They are in their second year trying to establish Latina sorority on UO campus and very likely to formalize their chapter next term. **They need from us: 2 faculty/staff advisors to attend 2 chapter meetings, one rush event and one chapter event for the academic year. No sorority experience required. Here is a link to the advising info. packet:** <https://drive.google.com/file/d/1q3aKfbLqZAn5pw1VqZdiu-HN-AxZbyEI/view>.

5) Latino Heritage Month

Need to connect with DEI now so we can talk about how to support event planning for next fall. Sam (with Heather) will reach out to Karla and Leslie Ann to get this conversation started.

Breakout groups didn't happen (ran out of time):

12:00- 12:45 Breakout Committee Work – based on LSG Goals

1. **Faculty Committee:** Increase relationship with UO Faculty. Create better relationships with LCC faculty/staff.
2. **Research:** Grants, End of year report.
3. **Student Support:** ARC, Tarea Time, Scholarships

12:45 – 12:55 Committee Work Report Back

Next Meeting: April 4th – EMU Coquille

Agenda item 2: BLACK LATINA THE PLAY by Crystal Roman, about the AfroLatinx experience (Olga)

New Structure:

1. Co-chairs: Winter Term (Rotating per term)
 - a. Incoming: Creates agenda – Sandra Castro
 - b. Outgoing: Rosa Chavez
 - i. Notes distributed via email to LSG
 - ii. OneDrive (to active LSG members w/ UO email)
2. Communications Committee
 - a. Meeting summary to Website/blog: <https://blogs.uoregon.edu/latinxstrategygroup/>
 - b. Announcements to Website/blog
 - c. Ed Wolf and Olga Sanchez
3. Committees:
 - a. Cultural Events (Cultural Center? Lunes Latinx?)
 - b. Student Retention (ARC, Tarea Time, Scholarships)
 - c. Research (Grants)
 - d. Faculty Retention (Build relationships w/ UO & LCC)

Goals Survey Results Reminder:

- Short Term: Help institutionalize Tarea Time; increase relationship with UO Faculty. Create better relationships with LCC faculty/staff.
- Long Term: Create a Cultural Center, Scholarships, and Latinx ARC.