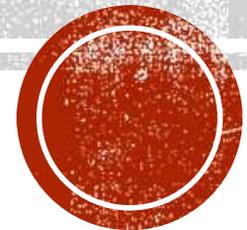


**TEACHING LATINX HISTORY IN THE ARCHIVES: SPANISH  
HERITAGE LEARNERS IN THE PCUN RECORDS AT THE  
UNIVERSITY OF OREGON**

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# HERITAGE LANGUAGES, CRITICAL PEDAGOGY, AND THE PIONEER NARRATIVE

- UO Spanish Heritage Learners (SHL) teach native speakers from critical pedagogical perspective
- Draw upon culture and history of Latinos in Oregon to situate language skills
- UO archival holdings provide raw materials for this critical language instruction



# PIONEER MYTH: OREGON AS WHITE SUPREMACIST UTOPIA

- Dispossession of Native American populations, exclusion of African Americans
- Latinos in Oregon: waves of migrant labor with populations “settling out” since early 20<sup>th</sup> Century
- Largest mix of Chicano, Mexican, Guatemalan descent, significant indigenous population
- Targets of political attack in the state



# SHL AT UO

- Beyond teaching for professional literacy
- Valorization of “Spanglish”
- Situate language instruction in history and culture of Spanish-speakers in U.S.



# THE PCUN RECORDS

- Pineros y Campesinos Unidos del Noroeste (PCUN)
- Union of farmworkers and reforestation workers
- Grew out of immigrant legal services founded by Chicano Movement veterans
- Active in wide range of issues beyond rural labor



# TEACHING SHL WITH THE PCUN RECORDS

- Lower level 200-level courses
- Combine methods of critical language pedagogy, teaching historical thinking, and archival instruction practice
- Small guided assignments with pre-selected documents
- Students and faculty learning from each other



# INTERROGATING PRIMARY SOURCES

- The questions:
  - Look at the physical nature of your source. What can you learn from the form of the source? (Was it written on fancy paper in elegant handwriting, or on scrap-paper, scribbled in pencil?) What does this tell you?
  - Think about the purpose of the source. What was the author's message or argument? What was he/she trying to get across? Is the message explicit, or are there implicit messages as well?
  - How does the author try to get the message across? What words does he/she use to communicate their point?
  - What do you know about the author? Race, sex, class, occupation, religion, age, region, political beliefs? Does any of this matter? How?
  - Look at the above clues to determine: who constituted the intended audience? Was this source meant for one person's eyes, or for the public? How does that affect the source?
  - What can a careful reading of the text (even if it is an object) tell you? How does the language work? What are the important metaphors or symbols? What can the author's choice of words tell you? What about the silences-- what does the author choose NOT to talk about?

