

1. DESCRIPTION OF PROJECT AND ITS SIGNIFICANCE

The Bracero Program, which brought millions of Mexican guest workers to the United States, ended more than four decades ago. Current debates about immigration policy—including discussions about a new guest worker program—have put the program back in the news and made it all the more important to understand this chapter of American history. Yet while top U.S. and Mexican officials re-examine the Bracero Program as a possible model, most Americans know very little about the program, the largest United States guest worker initiative of the twentieth century. Indeed, until very recently, this important story has been inadequately documented and studied, even by scholars.

Over the past several years, however, a nationwide effort—the Bracero History Archive—has emerged to correct this paucity, working to uncover, record, preserve, and provide access to this important history. Led by Brown University’s Center for the Study of Race and Ethnicity in America, the Institute of Oral History at the University of Texas at El Paso (UTEP), the Smithsonian Institution’s National Museum of American History (NMAH), and the Center for History and New Media (CHNM) at George Mason University, the Bracero History Archive has already collected and digitized more than 2,700 digital objects related to the history of the Bracero Program, built strong ties with local institutions and communities around the country and in Mexico, and laid the technological and methodological groundwork for a new model of cooperative documentation. We are now seeking NEH support for a two-year project to build upon this strong foundation and to take it in new directions. This new phase of the project will focus on: deploying a standards-based system for collaborative, online archiving; cataloging and making available online the more than 400 oral history interviews, more than 600 scanned documents, and more than 1,700 digital images already collected by project partners; adding at least 1,500 new records to the collection through direct outreach and collaborative collecting among diverse local institutions and individuals; providing a guide for teachers of high school U.S. History interested in using the collections with their students; and extending the Bracero History Archive as a national model for collaborative archiving and providing public access to dispersed subject-based collections.

In short, the goals of this project are: To create a collaborative, online, standards-based clearinghouse for dispersed collections relating to the history of the Bracero Program that will include more than 4,200 items; and to develop and disseminate a new model for collaborative documentation and access to dispersed subject-based collections.

To meet these goals, the project partners will deliver a standards-based and bi-lingual system (Spanish and English) for collaborative, online archiving of dispersed historical collections relating to bracero history; free, public, online access to the more than 2,700 digital images, documents, and oral histories, and transcriptions already collected by the main project partners; an expanded archive of at least 1,500 additional digital objects and associated metadata collected from local institutional and private collections relating to bracero history through a proven program of direct institutional outreach and training efforts and local community meetings; three-tiered online access to the core administrative database to meet the needs of the Archive’s three primary constituencies—local partners, advanced researchers, and teachers, students, and members of the general public; dissemination of our collaborative model, including free and open access to the open-archival architecture deployed by the Archive and detailed guide for other collaboratives looking to build topical, online historical archives.

As a scholarly and public history effort, the Bracero History Archive is not involved in policy debates surrounding guest worker programs. Rather, we are working to preserve and disseminate bracero stories and to provide students, teachers, scholars, policy makers, and the general public on both sides of the border access to these stories. Our aim is to provide to these groups the wide range of raw materials they will need to come to their own interpretations about the Bracero Program not as public policy but as a vital piece of U.S. history.

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3. NARRATIVE: THE BRACERO HISTORY ARCHIVE—COLLABORATIVE DOCUMENTATION IN THE INTERNET AGE

I. Significance of Project

The Bracero Program, which brought millions of Mexican guest workers to the United States, ended more than four decades ago. Current debates about immigration policy—including discussions about a new guest worker program—have put the program back in the news and made it all the more important to understand this chapter of American history. Yet while top U.S. and Mexican officials re-examine the Bracero Program as a possible model, most Americans know very little about the program, the nation's largest experiment with guest workers. Indeed, until very recently, this important story has been inadequately documented and studied, even by scholars.

Over the past several years, however, a nationwide effort—the Bracero History Archive—has emerged to fill this gap, working to uncover, record, preserve, and provide access to this important history. Led by Brown University's Center for the Study of Race and Ethnicity in America, the Institute of Oral History at the University of Texas at El Paso (UTEP), the Smithsonian Institution's National Museum of American History (NMAH)* and the Center for History and New Media (CHNM) at George Mason University, the Bracero History Archive has already collected and digitized more than 2,700 digital objects related to the history of the Bracero Program, built strong ties with local institutions and communities around the country and in Mexico, and laid the technological and methodological groundwork for a new model of cooperative documentation. We are now seeking NEH support for a two-year project to build upon this strong foundation and to take it in new directions. This new phase of the project will focus on: deploying a standards-based system for collaborative, online archiving; cataloging and making available online the more than 400 oral history interviews, more than 600 scanned documents, and more than 1,700 digital images already collected by project partners; adding at least 1,500 new records to the collection through direct outreach and collaborative collecting among diverse local institutions and individuals; providing a guide for teachers of high school U.S. History interested in using the collections with their students; and extending the Bracero History Archive as a national model for collaborative archiving and providing public access to dispersed subject-based collections.

In short, the **goals** of this project are:

1. To create a collaborative, online, standards-based clearinghouse for dispersed collections relating to the history of the Bracero Program that will include more than 4,200 items;
2. To develop and disseminate a new model for collaborative documentation and access to dispersed subject-based collections.

To meet these **goals**, the project partners will **deliver** the following:

1. A standards-based and bi-lingual system (Spanish and English) for collaborative, online archiving of dispersed historical collections relating to bracero history; (*See Section III: Methodology and Standards for more details.*)

* NMAH will receive no funds from NEH; to the contrary, it will make a major contribution to the project both in direct cost share from non-federal Smithsonian Trust funds and in staff time from federal employees that will not be counted in the official cost sharing.

2. Free, public, online access to the more than 2,700 digital images, documents, and oral histories, and transcriptions already collected by the principal project partners; (*See Section IIB: The Bracero History Archive and Appendix C: Inventory of Current Holdings for more details.*)
3. An expanded archive of at least 1,500 additional digital objects and associated metadata collected from local institutional and private collections relating to bracero history through a proven program of direct institutional outreach and training efforts and local community meetings. This will include five in-person Bracero Heritage Meetings with local archives, community groups, former braceros and others involved in the program in Arizona, Oregon, and Washington State as well as three Virtual Bracero Heritage Meetings conducted through video and Internet conferencing; (*See Section IIB: The Bracero History Archive for more details.*)
4. Three-tiered online access to the core administrative database to meet the needs of the Archive's three primary constituencies: local partners; scholarly researchers; and teachers, students, and members of the general public; (*See Section III: Methodology and Standards for more details.*)
5. Dissemination of our collaborative model, including free and open access to the open-archival architecture deployed by the Archive and detailed guide for other collaboratives looking to build topical, online historical archives. (*See Section VI: Dissemination for more details.*)

As a scholarly and public history effort, the Bracero History Archive is not involved in policy debates surrounding guest worker programs. Rather, we are working to preserve and disseminate bracero stories and to provide students, teachers, scholars, policy makers, and the general public on both sides of the border access to these stories. Our aim is to provide to these groups the wide range of raw materials they will need to come to their own interpretations about the Bracero Program not as public policy but as a vital piece of U.S. history.

A. The Bracero Program, 1942-1964

The Bracero Program grew out of a series of bi-lateral agreements between Mexico and the United States that allowed millions of Mexican men to come to the United States to work on, short-term, primarily agricultural labor contracts. From 1942 to 1964, 4.6 million contracts were signed, with many individuals returning several times on different contracts, making it the largest U.S. contract labor program. An examination of the images, stories, documents and artifacts of the Bracero Program contributes to our understanding of the lives of migrant workers in Mexico and the United States, as well as our knowledge of, immigration, citizenship, nationalism, agriculture, labor practices, race relations, gender, sexuality, the family, visual culture, and the Cold War era.

The Bracero Program was created by executive order in 1942 because many growers argued that World War II would bring labor shortages to low-paying agricultural jobs. On August 4, 1942 the United States concluded a temporary intergovernmental agreement for the use of Mexican agricultural labor on United States farms (officially referred to as the Mexican Farm Labor Program), and the influx of legal temporary Mexican workers began. But the program lasted much longer than anticipated. In 1951, after nearly a decade in existence, concerns about production and the U.S. entry into the Korean conflict led Congress to formalize the Bracero Program with Public Law 78.

The Bracero Program was controversial in its time. Mexican nationals, desperate for work, were willing to take arduous jobs at wages scorned by most Americans. Farm workers already living in the United States worried that braceros would compete for jobs and lower wages. In theory, the Bracero Program had safeguards to protect both Mexican and domestic workers— for example, guaranteed payment of at least the prevailing area wage received by native workers; employment for three-fourths of

the contract period; adequate, sanitary, and free housing; decent meals at reasonable prices; occupational insurance at employer's expense; and free transportation back to Mexico at the end of the contract. Employers were supposed to hire braceros only in areas of certified domestic labor shortage, and were not to use them as strikebreakers. In practice, they ignored many of these rules and Mexican and native workers suffered while growers benefited from plentiful, cheap, labor. Between the 1940s and mid 1950s, farm wages dropped sharply as a percentage of manufacturing wages, a result in part of the use of braceros and undocumented laborers who lacked full rights in American society.

Embedded in the Bracero Program are the social and cultural narratives of millions of migrants who have been virtually invisible in traditional accounts of the American migration and immigration. For instance, the tension that arose between braceros and Mexican-American men over the courtship of women has proven to be a fruitful area for study of intra-ethnic conflict. This conflict also led to a disruption in the traditional nuclear family. Historian Matt Garcia has argued that such a disruption led to “the relative autonomy of a new generation of Mexican-American women” and allowed those women “the freedom to make their own decisions about whom they should and should not date.” On both sides of the border, the Bracero Program affected and transformed Mexicans’ familial relationships.

The Bracero Program also intersects with the long and complicated history of the labor movement in the United States and its relationship to issues of migration, immigration, and citizenship. Historically, most labor unions have opposed illegal immigration and advocated the deportation of undocumented workers. The legal status of braceros produced ambivalence among the unions. Even though the AFL supported ending the Bracero Program, some of its affiliates organized among braceros. In the 1950s, for example, representatives of the National Farm Labor Union (NFLU), a union affiliated with the AFL, used a variety of tactics, including Spanish-language materials and “Mexican committees” (local groups that would be loosely associated with each NFLU chapter) to organize braceros and to address their concerns as workers. The committees were “modeled on union auxiliaries” and “held separate meetings in Spanish, fostered pride in the raza Mexicana, and promised that ethnic Mexican issues would not be forgotten by whites.” As historian Stephen Pitti argues, the NFLU’s approach grew out a transnational ideology. Rather than attempt to rally all farm workers around a common “Americanism based in the rights of U.S. citizenship,” these Mexican committees “became a vehicle for emphasizing to Spanish-speaking audiences that ethnic participation in the NFLU was an extension of the long-standing political struggles of the Mexican people.”

By the early 1960s, however, American agribusiness became less dependent upon imported contract labor, particularly because of growing mechanization in the farming of cotton (the chief crop drawing braceros in Texas, Arizona, and parts of California) and sugar beets (a major crop in California and the upper Midwest). In addition, the growth of liberalism and civil rights led to increasing criticism of the abuse of workers under the Bracero Program. In addition Edward R. Murrow’s 1960 television exposé, “Harvest of Shame,” (and related books and articles) galvanized public opinion about the plight of migrant workers. With agribusiness less in need of guest workers and activists calling for an end to the program, Congress allowed the law to expire on December 31, 1964.

Terminating the Bracero Program was partly a solution to the immigration debates during the 1960s. In the public’s mind, Mexican laborers had increasingly been associated with illegal status, even if those workers were braceros with legal contract status. As historian Mae Ngai demonstrates, illegal alienage is not a natural or fixed condition but the product of positive law; it is contingent and at times unstable. The line between legal and illegal status was crossed in both directions. The shifts in the boundary between legal and illegal status, as Ngai explains, tell us a great deal about how the nation has imagined and constructed itself over time. Immigration policy is a constitutive element of Americans’ understanding of national membership and citizenship since it draws lines of inclusion and exclusion that articulate a desired composition—imagined if not necessarily realized—of the nation.

More than four decades after its demise the Bracero Program remains a vital and fruitful area of historical investigation. At a planning meeting at Brown University in spring 2005 and the “Envisioning Bracero History” conference at the University of Texas, El Paso, November 10-12, 2005, scholars and journalists came together to explore the current literature regarding the Bracero Program. (See Appendix A for the conference program and list of attendees.) In addition to Ernesto Galarza’s *Merchants of Labor*, an account of the program published during the final year of the program, a few scholars have since published book-length studies of the program, including Erasmo Gamboa, *Mexican Labor and World War II: Braceros in the Pacific Northwest, 1942-1947* (1990); Barbara Driscoll, *The Tracks North: the Railroad Bracero Program of World War II* (1998); and Gilbert González, *Guest Workers or Colonized Labor? Mexican Labor Migration to the United States* (2006). Three other scholars, Mae Ngai, Stephen Pitti, and Matt Garcia have written about the program within larger books about Mexican immigration and labor, while Manuel Garcia y Griego’s article “The Importation of Mexican Contract Laborers to the United States, 1942-1964” remains the most authoritative and focused study of the politics leading to and through the management of the bilateral agreement.

While this literature and our meetings have established a foundation of knowledge to guide and inform this project, these gatherings also made us aware of an array of new scholarship in the making from many young academics that would benefit significantly from the Bracero History Archive. For example, graduate students are exploring the impact of the program on bracero families and gender relations in both Mexico and the United States. Additionally, the Archive will allow scholars and policy makers to revisit the history of the program through the first-hand experience of the braceros and their families, allowing them to consider both the micro- and the macro-level impact of the program. For the first time, scholars will be able to understand this program as it really happened: as a bilateral agreement that influenced work, family, and culture on both sides of the border. Consequently, we anticipate that the Archive will not only extend our knowledge of the program through new histories, but also take the history in new directions that are just now being considered.

B. The Bracero History Archive

For too long the history of the Bracero Program has been hidden from view. Some of this can be attributed to the general neglect of Latino history. But much of it has to do with sources—access to the artifacts, experiences, and documents necessary to write good history. The transnational and simultaneously intensely local nature of bracero history has meant that existing collections are dispersed among hundreds of small institutions. In addition, many of the most valuable materials remain in private hands, in the personal collections of bracero families. The wide geographic dispersion of records, the number of small collections, and the varying degrees of technical and archival skills and resources among the local and regional institutions in which the bulk of bracero materials reside has impeded even the most energetic researchers. No large, authoritative collection of this important chapter of American history exists.

A number of discrete collections, like Stanford's Galarza papers, Wayne State's United Farm Worker's archive, Oregon State's Bracero Photo Collection, and the Truman Presidential Library and Museum's records of the Committee on Migratory Labor provide insight into aspects of the Bracero Program. Yet most of these institutions provide only a finding aid for web users. A few smaller institutions provide access to a selection of their materials online, but provide no finding aid or detailed search feature. Only three institutions provide significant, searchable collections of bracero history online. (See Appendix B: *Existing Resources for Bracero History* for more information on these collections.) Moreover, none provide a broad, synthetic view of this important piece of American history, meaning that up until now scholars have had to locate and travel to many small but rich collections to piece together the political, agricultural, immigration, and cultural history of the Bracero Program. School children and interested family members have had even more difficulty in finding the primary and insightful secondary

treatments of the largest U.S. guest worker program. The Bracero History Archive seeks to correct this problem by virtually linking a diverse group of primary materials and making them available through a single website.

So often with labor and immigration history there is no primary record from the participants' perspective. Historians researching these areas often rely on "official" sources which often only record one aspect of the history. Some steps toward creating this collaborative archive have already been taken by the Bracero History Archive partners. Our researchers have collected more than 400 oral history interviews and more than 600 digital records of images and documents—including ID cards, pay stubs, and contracts—shared by former braceros and their families. In addition, NMAH holds over 1,700 digitized images of the bracero experience. These materials have already proved surprising and insightful. In one oral history interview a bracero explains how lonely he was separated from his family. While only having a second grade education he taught himself to read in order that he could write to his family in Mexico. In another interview the son of a bracero explains how the program disrupted the social structure of many villages. The man remembers how he was teased for because his father being absent while working in the United States. His mother retreated to a small support group of other women whose husbands were braceros. Similarly the visual record has opened many doors. While the basic steps of becoming a bracero are known, the small details that make it a human experience are often only revealed through an examination of photographs. One of the most remarkable examples of the importance of the photographic record is Leonard Nadel's images taken at the border station in Hidalgo, Texas. In these photos the braceros are sprayed with DDT with no protective measures. The Braceros were forced to strip and were sprayed in their face as well as the genitals. (*See Appendix C: Inventory of Current Holdings, Selected Nadel Records; Negative Number NAD-2004.0138.02.18.*) These photos are graphic and evoke an immediate response but the archival record of letters, pay stubs, and contracts also give scholars new opportunity for examination. Seeing the contracts that were written in English and signed by Spanish speaking workers or pay stubs that show the deductions for assorted sundry goods give a level of understanding to the bracero's experience that has to this point been difficult to capture. (*For example, Appendix C: Inventory of Current Holdings, Selected Records from the Document and Image Inventory; Record MEX06; Record CHIH25.*)

All of the collected materials have been digitized and tagged with detailed metadata, and approximately half of the oral histories have been transcribed. The starting point for the Bracero History Archive will be to provide full public access to these processed holdings. In Year one of the grant period, CHNM will construct and provide internal access for project partners to the core project database. (*See Section III: Methodology and Standards for more information about core database architecture, administration, and standards implementation.*) Meanwhile project staff at UTEP will finish the transcription of the oral histories and migrate original and web-accessible audio files, full search transcripts, and associated metadata to the project database. Project staff at NMAH will likewise migrate data and metadata for the remaining documents and digital images, so that by the end of the first year of funding, all 2,700 objects in our current holdings will be available online. These materials will form the initial basis for the Bracero History Archive's online collection.

But more important than preserving and providing access to collections already held by the main partner institutions is preserving and providing access to collections held by smaller, less-visible, and potentially less-secure local institutions around the country and in Mexico. Because bracero history is so widely dispersed, the main focus of the Bracero History Archive must be to encourage the self-preservation of locally held collections at smaller institutions and in private hands. Though we will provide access to our existing holdings during the grant period, our primary intention is not to build an archive owned by the grant partners. Rather we aim to build a collaborative digital archive of bracero history to which we will be only the first contributors.

In the early phases of this project, the principal partners collected materials themselves. In this next phase of the project, we will encourage local partners to share digitized versions of their holdings with the central Archive, allowing them at once to provide centralized access to their collections and at the same time maintain local control of valuable cultural heritage resources. By providing a set of sophisticated yet easy-to-use technologies to allow those institutions, and communities to add their own collections to the Archive and through a comprehensive program of in-person and online outreach, we expect to provide access to an additional 1,500 digital objects relating to bracero history. In doing this we have two major goals. First we seek to expand the understanding of the bracero experience by giving agency to the families left behind and the communities in which they worked. One success in this regard was Anna Rosas work in interviewing the wives and families of braceros in Mexico. The bracero program had a significant impact on Mexican social structure. In one case a daughter of a bracero was able to show us material goods (a dress) that her father had sent to the family. In another case the experience was less positive. The father went to the US and broke all communication and support with his family. Realizing that she was abandoned and shamed in her village, mother and daughter had to move to another city and reinvent their life. We want to make sure these social, cultural, and family perspectives are represented in the historical record in addition to the economic, labor, and political perspectives that dominate many existing collections. Second, beyond social change we also aspire to represent the perspective of the growers. Thus far, this has been the toughest area to collect but we have met with a limited amount of success. As we talk to growers we are finding a wide variety of perspectives on the bracero program and are beginning to realize that they too are often between a rock and a hard place with few opportunities for independent choices. These are just some of the yet undiscovered voices that the Bracero History Archive will bring to light.

Adapting software already developed by CHNM, the Bracero History Archive will deploy a standards-based online system whereby local partners can upload, store, describe, and administer their own collections and researchers, and members of the general public can gain access those collections either on an institution-by-institution basis or as a unified whole. Built upon lessons learned and technologies developed from CHNM's long experience with collecting and archiving digital materials (for example with its *September 11 Digital Archive* <<http://911digitalarchive.org>>, the *Mozilla Digital Memory Bank* <<http://mozillamemory.org/>>, and the *Hurricane Digital Memory Bank* <<http://hurricanearchive.org>> projects), the system will be run on the open-source Linux, Apache, MySQL, PHP platform, will be rooted in the Dublin Core metadata schema, and will conform to rigorous web-accessibility standards. To meet the needs of local partners, advanced researchers, and more general users like teachers and students, the system will provide three-tiered access to the core administrative database.

First, a *public interface* will provide easy access to the database for teachers, students, and members of the interested general public through a set of intuitive browse galleries and simple keyword searches. In addition, the public interface will offer a set of more advanced functions including a customizable "MyArchive" feature for user tagging of chosen objects and a variety of resources to assist these audiences in using the collection, including a detailed FAQ, a brief guide to the collections, and a "Teacher's Guide to Bracero History." Second, a *researchers' interface* will allow scholars to login and experience the combined collections in much the same way project administrators do—with full object-level, collection-level, and preservation metadata and advanced search, note taking, and data export tools. Third, a *partners' interface* will provide local community and institutional partners with a robust, flexible, yet intuitive architecture for the upload, storage, description, and administration of their collections within the main project database. To assist them in this work, the partners' interface will provide detailed "help" pages, including information on digitization and metadata creation standards, discussion boards, and FAQs. (All items contributed by local partners through the partners' interface will be vetted by project staff or supervised graduate students through a set of quality control tools developed by CHNM for earlier online collecting projects.) In addition to facilities for adding collections to the joint database, the

partners' interface will include a "MyExhibit" feature, which will allow institutions to generate individualized gallery pages from a set of pre-designed templates bearing the partner's chosen color scheme and logo. These partner-created exhibits will be displayed both through public and researchers interfaces, and partners will be able to embed their exhibits with the help of a customized XML feed. (See *Section III: Methodology and Standards for additional information about system features and standards implementation. See also Appendix G: Screenshots.*)

This three-tiered interface model will meet the varied needs of a collaborative archive's diverse constituencies. Teachers, students, and the general public will enjoy structured yet intuitive access to the collections and personalized features such as "MyArchive." Researchers will enjoy the advanced search tools and browsing environment of a professional, administrative-grade system. Contributing local partners will enjoy the preservation and access benefits of adding their collections to a standards-based "union catalog," and at the same time maintain their individual public identities and retain local "ownership" of their collections through the "MyExhibit" feature. Serving the particular needs of these three constituencies will make the Bracero History Archive a truly collaborative project and provide a ripe environment for the aggregation of new collections.

We are not, however, under the common misapprehension of so many web-based, community-dependant projects that "if we build it, they will come." Websites do not spontaneously or automatically spawn active and robust communities. Neither do topical collections, even if they are of interest to well-defined groups. Web-based documentation communities must be actively grown and nourished. The principal project partners have learned this lesson through long experience. For example, CHNM and NMAH have worked together on the *September 11 Digital Archive* <<http://911digitalarchive.org>>, which has collected more than 150,000 community-contributed digital objects related to the attacks of 9/11. The *September 11 Digital Archive* became the first major digital acquisition of the Library of Congress, which has assumed responsibility for its long-term preservation. CHNM is in the midst of another major (and so far very successful) online collecting project on the Hurricanes of 2005—the *Hurricane Digital Memory Bank* <<http://www.hurricanearchive.org>>. From these experiences we know that to succeed in adding an additional 1,500 records to the collection during the grant period, we will need a comprehensive program of in-person and Internet outreach.

The starting point for this outreach program is a series of Bracero Heritage Meetings—a model we have already piloted successfully and without which we would not have generated the rich collections and lasting institutional and community partnerships that form the basis for this new phase of the project. We have already held nine of these events in communities in Texas, Illinois, and California in association with institutions as varied as the Mexican Fine Arts Center and Museum in Chicago and La Plaza de Cultura y Artes Foundation in Los Angeles. These events, which begin with a community meeting and continue with two days of collaborative collecting and documentation by project staff and trained graduate students, produced most of the oral histories, photographs, and other documents that will form the early basis for the Bracero History Archive's online collection. But more important, these events produced still-active collecting communities among local institutions, and during the grant period we will reach out to these institutions again to encourage them to continue collecting locally and to share additional digitized records of any artifacts, images, and documents through the Archive's partners' interface. Among the tools we will use to encourage this ongoing participation are a series of three scheduled online chat sessions in Year one; a project wiki for sharing collecting strategies, digitization and metadata standards, and partner contact information, and other problems and solutions; and at least twice yearly direct telephone calls to each participating institution by project staff. La Plaza de Cultura y Artes Foundation, The National Steinbeck Center Museum, and Alianza Braceroproa have already committed to participate in these ongoing activities, and we are reaching out to the others. We estimate that these activities will yield an additional 250 digital objects for the Archive. (See *Appendix E:*

Chronology of Past Bracero Heritage Meeting, including locations and sponsoring local partners. See also Appendix J: Letters of Commitment.)

During the grant period we will expand our base of contributing institutions through five additional Bracero Heritage Meetings in Phoenix and Yuma, Arizona; Portland and Salem, Oregon; and Yakima Valley, Washington. The hosting of these events will be facilitated by Escuela De La Raza Unida and Arizona State University in Arizona, Pimeros y Campesinos Unidos del Noroeste and the University of Oregon Labor Education and Research Center in Oregon, and José Alamillo of Washington State University and a host of faculty from local institutions in the Yakima Valley region. (See *Appendix F: Bracero Heritage Meeting Work Plans and Travel Schedules for sponsoring organizations. See also Appendix J: Letters of Commitment.*) Based on past figures, we can expect to accession approximately 400 digitized documents and images and approximately 100 oral histories directly from these events. (Although conducting new oral history interviews is not a primary activity for this phase of the project, experience tells us that oral history is an important conduit for building trust among local constituencies, generating additional archival materials, and providing context and documentation for those materials. Therefore, we plan to conduct a limited number of student-run interviews as part of the Bracero Heritage Meetings.) And just as we will continue to reach out to La Plaza, the National Steinbeck Center, and other participants in past Bracero Heritage Meetings, we will work to keep participants in this new round of Bracero Heritage Meetings engaged in the project after the in-person events have concluded. Thus, we will schedule three additional online chats and conduct another round of follow-up phone calls for these newer partners, aiming to add an additional 250 objects through the partners' interface.

Finally, in addition to collaborating with institutions and communities we meet through Bracero Heritage Meetings, we also plan to reach out to institutions we cannot reach in-person, especially those in other important sites for bracero history such as Arkansas and Colorado, and especially in Mexico. Here again the Bracero Heritage Meeting model will provide the centerpiece of our efforts, except this time we will recruit nine new institutions in the U.S. and Mexico to participate in three "Virtual Bracero Heritage Meetings." Two of these will be done using conventional video conferencing, which is now widely available at universities and at commercial outlets such as Kinko's. The third will use the free networking now available through computer-based AV "chat" systems such as Apple's iChat A/V. All three (with three institutions each plus the principal partners) will follow a similar format to the in-person Bracero Heritage Meetings, but they will be significantly abbreviated. The first part will be an open discussion (and some scholarly presentation) on the history of the bracero project. The second part will be support for meeting digitization standards, uploading items to the Bracero History Archive through the partners' interface, and proper metadata description. Project staff will follow up by phone with individuals and institutions that have significant collections to insure that their materials are incorporated into the larger Archive.

Based on past experience, we expect these online efforts to yield at least 500 objects and most likely many more, bringing the total number of newly added objects from both offline and online outreach activities to at least 1,500 and the overall number of objects in the archive (including materials already held internally by the main Archive partners and materials that will be contributed by our external collaborators) to more than 4,200 by the end of the grant period.

C. A New Model for Collaborative Documentation in the Digital Age

Creating this collaborative online archive and online archive system will preserve and disseminate the bracero story, but the technologies and methods we develop should also be able to be applied to other historical topics where documentation is thin and dispersed. We intend, therefore, not just to create an online Bracero archive but also a new model for collaborative collecting, documentation, preservation, and dissemination of historical materials related to cross-cultural, cross-regional, cross-

institutional topics. If we want to understand stories and issues that cut across local, regional, national, race, class, and gender boundaries, we need new ways for encouraging communication and sharing collections between small and large institutions, urban and rural institutions, regional and national institutions, foreign and domestic institutions, and elite and populist institutions. As a result, the historians, curators, archivists and members of local communities who are the keepers of the dispersed resources of our hidden histories will have access to an effective system to share those histories with the public. Such a venture will generate benefits that touch many constituencies, including researchers, the institutions that hold and preserve the nation's history, and local communities.

Extending the Bracero History Archive model will be done in two ways. First we will produce a "Practical Guide to collaborative documentation in the digital age," a handbook for other institutional cooperatives looking to build topical, online historical archives. The "Guide" will be freely available online and will contain reflections on lessons learned in building the Bracero History Archive and easy-to-follow advice on project planning, project management, outreach, technology, and collections management. A key point will be to emphasize collaborative collecting and documentation—an approach in which local institutions can retain control of their collections while also making them easily shareable with other institutions and, hence, easy for researchers to use. Second, we will distribute the open-archival system we deploy for this project as a generalized, freely downloadable, and easily installable package for other institutions interesting in starting similar cross-institutional topical digital archives. Both the software and the guide will be made available on CHNM's "Tools" portal and widely publicized by all project partners. (*See also Section VI: Dissemination.*)

II. History of Project

The Bracero History Archive traces its roots to 2002. In that year, the University of Texas El Paso's Institute of Oral History launched an effort to collect oral history on the Bracero Program. UTEP student interviewers, trained in oral history techniques and supplied with digital tape recorders, laptop computers, and image scanners, traveled through the El Paso-Juarez area and into northern Mexico to gather interviews and scan photographs and related documents. By 2005, UTEP had recorded almost 200 interviews—the largest number in the El Paso region but many much further a field in such places as Durango and Chihuahua, Mexico.

Around the same time that UTEP began its oral history work, the Smithsonian Institution's National Museum of American History acquired a unique collection of 64 captioned photographic prints and 1,730 original 35mm negatives (with corresponding contact sheets) by California photographer Leonard Nadel, who received support from the Fund for the Republic in 1956 to photographically document the bracero experience. Nadel pictures—the largest collection of photographs of braceros in existence—document the recruitment and assembly of braceros in Mexico City, the processing station in Monterey, Mexico, the bracero labor camps in the California San Joaquin Valley and the daily activities and leisure of the men working in the camps. A core team at NMAH began to research the Nadel photographs and the history of the Bracero Program.

In early 2005, the team at NMAH received about \$60,000 in funding from the Smithsonian's Latino Initiatives Pool and the museum itself. These funds allowed the museum to co-organize a planning conference with Brown University to discuss future directions for a national Bracero History Archive. Attendees included the NMAH core team, the Director of the UTEP Institute of Oral History, and senior academic staff working in Latino Studies from Brown University, University of Southern California, University of California at Santa Barbara, University of Texas at Arlington, Yale University, and the United Farm Workers. CHNM was invited to the meeting to bring to bear its expertise in online collecting of history and digital preservation. (CHNM had begun extensively exploring online collecting in the

history of science and technology in 2001 with support from the Alfred P. Sloan. That subsequently expanded to major projects on the September 11th attacks and the 2005 hurricanes.) At this meeting, the four lead partners—UTEP, Brown, NMAH, and CHNM—formally launched the Bracero History Project, of which the Archive is currently the main activity.

Following this meeting in Providence, the Bracero History Archive held nine Bracero Heritage Meetings in Salinas, San Jose, Los Angeles, Coachella, Blythe, Heber, Perris, and San Bernardino, California; Chicago, Illinois; and El Paso, Texas in 2005 and 2006. The Archive has also conducted direct outreach to communities in Jalisco, Mexico, conducting oral histories with women left behind when their husbands headed north to become braceros. Although the principal project partners coordinated these events, local partners played major roles in selecting appropriate venues for the Bracero Heritage Meetings and organizing local community participation in the events. As of May 2006, these efforts yielded more than 400 oral history interviews, at least 600 scanned original documents and photographs, and a small number of artifacts.

Finally in November 2005 a scholarly conference at UTEP on “Envisioning Bracero History” brought together scholars from both sides of the border to explore the rich cultural history and myriad narratives of the U.S.-Mexican borderlands thorough the lens of the Bracero Program. This meeting further demonstrated the need for a comprehensive archive of bracero history and helped refine the aims and objectives of the Bracero History Archive into a coherent set of goals and deliverables for the preservation of and enhanced access to bracero history. The result is this proposal.

III. Methodology and Standards

Designing and building the database architecture and technological toolset required for an Archive of this scope is complex and expensive. Fortunately, however, we do not need to create this infrastructure from scratch. CHNM has already developed an adaptable digital archives management system that we can modify for the Bracero History Archive. This system draws on lessons we have learned in building, for example, the *September 11 Digital Archive* <<http://911digitalarchive.org>>, which has collected more than 150,000 digital objects. More recent evolutions of our system can be seen in our *Mozilla Digital Memory Bank* <<http://chnm.gmu.edu/mozilla/>> and the *Hurricane Digital Memory Bank* <<http://hurricanearchive.org>>. CHNM will customize this existing code to meet the upload, storage, description, administration, and exhibition needs of the Bracero History Archive.

A. Digitization and Oral History Standards

All of the materials currently held by the principal partners have already been digitized according to prevailing standards and only require upload into the Archive system being provided by CHNM. But local partners will require guidance preparing additional materials to be added to the collaborative archive. At Bracero Heritage Meetings, Virtual Bracero Heritage Meetings, on the partners’ wiki, and through direct telephone contact we will provide information and assistance to help our local partners meet the latest digitization standards.

Partners will be encouraged to contribute three kinds of objects to the Bracero History Archive: digital images, scanned documents, and digital audio files. Original photographs will be scanned at 600 dpi and will be stored as uncompressed TIFFs. Service copies including compressed JPEGs of 400 pixels in width and thumbnail GIFs of 100 pixels in width will be stored in the file system alongside these uncompressed originals for quicker download and improved accessibility. Original documents will likewise be scanned at 600 dpi and will be stored as uncompressed TIFFs with accompanying JPEG service copies and GIF thumbnails. Although we are aware of emerging markup standards such as TEI,

we also understand the resources required to properly encode to those standards. Because we will be working with mostly smaller, local institutions with limited resources, we have made the strategic decision to store documents as page images, but we will encourage our partners to provide rich metadata descriptions for these documents and will store these records (or their metadata) in a format readily exportable to XML to assist future markup efforts. Original audio will be captured in WAV format at a sampling rate of 96 kHz and a bit depth of 24 bits and will be stored in the database alongside a compressed MP3 for direct download.

All new oral history interviews will be conducted in accordance with Oral History Association guidelines <http://omega.dickinson.edu/organizations/oha/pub_eg.html>. Oral histories will be captured in WAV format at a sampling rate of 96 kHz and a bit depth of 24 bits using Sony Hi MiniDisc and Marantz digital audio recorders. This uncompressed master will be stored in the database alongside a compressed MP3 for web download. Transcripts will be produced digitally and stored both as XML documents and as downloadable PDFs alongside associated digital audio files in the file system. Pointers to these documents and audio files will all be stored in the core database along with plain text transcripts and associated metadata for quick searching.

B. Rights

To ensure the future usefulness of contributed materials and avoid the pitfalls of orphaned works, intellectual property and rights management information will be carefully collected and maintained at all stages of the project. Each time a partner organization contributes an object to the collaborative database, they will be required to specify the rights attached to the particular item. (We will strongly encourage contributors to select one of the Creative Commons licenses <<http://creativecommons.org/license/>> for materials contributed to the Archive, but we will also accept contributions for which donors want to retain all rights.) This rights and permission metadata will be tied directly to each contribution at the moment of submission and will be exposed to all users in a straightforward manner, including guidance as to how each object in the collection can be altered, cited and republished. To enable our local partners to make informed choices about their intellectual property, we will provide them with information about rights management at every stage of their involvement with the Archive: at Bracero Heritage Meetings, Virtual Bracero Heritage Meetings, and through the partners' interface itself which includes a wiki that will serve as a clearinghouse for collecting information.

C. Infrastructure

Based on a standard Linux, Apache, MySQL, PHP open-source platform, the Bracero History Archive will be grounded in Dublin Core metadata standards, and all database records will be fully exposed and readily exportable to common XML standards such as OAI. Upon initial upload, each digital object added to the archive will be run through a set of quick software filters to determine what sort of materials it contains, and this extracted metadata will be stored alongside human-contributed metadata. Binary files will be stored logically in the file system, with text files indexed and stored within the database for faster searching. The primary use copy of all data collected will be stored on CHNM's server, which is located in Mason's main data center and, as a result, has (generator-based) guaranteed power and around-the-clock service; a live mirror of this server ensures that no data will be lost. In addition, we will place preservation copies of both the data and the software used to run the site in Mason's MARS D-Space institutional repository, which is overseen by the George Mason University library. (*See Appendix J: Letters of Commitment.*)

D. User Interface

The Bracero History Archive will feature a three-tiered user interface, providing access to the core collections by means of a custom API (Applications Programming Interface). By calling API functions of increasing complexity across the three distinct user interfaces, the Bracero History Archive will offer a tailored experience for the three primary user groups: the general public, researchers, and contributing institutional partners. Because each interface will draw upon the same underlying database, any changes or updates made to the database will be reflected immediately in the other three avoiding unintentional overwrites, duplications, or data incongruities. Each interface will be implemented using CSS and XHTML to insure easy maintenance and upkeep, and compliance with web accessibility standards.

i. Public Interface Features (Teachers, Students, and the General Public)

- *Dynamic homepage.* The Bracero History Archive will feature a continually updated homepage to encourage repeat visitation and ensure “freshness” for users. These dynamic features will include a rotating, database-driven “featured object,” an RSS (Really Simple Syndication) XML feed of the ten most recent additions to Archive, a clickable “tag cloud” of key object descriptors, a keyword search, and a registration/login box. The homepage, as well as the rest of the website, will be built according to the latest web-accessibility standards. (See also Appendix G: Screenshots, Figure 1.)
- *Varied browse options.* Visitors will be able to browse the collections in several ways, primarily through a paginated gallery of “recent additions,” but also through galleries organized by object type, collection, location, and featured objects (See also Appendix G: Screenshots, Figures 2.) Users will also be able to browse a communal tag cloud of keywords contributed by all users of the website.
- *Detailed object pages.* For close examination of particular objects, each record in the database will have an “object details” page. This page will provide public users with a condensed metadata set, complete citation and rights information, an “add to favorites” button for registered users, and a “tag this object” function for user key wording of particular objects (See also Appendix G: Screenshots, Figures 3.)
- *MyArchive.* The Bracero History Archive will provide public users with a full-featured “MyArchive” section to allow them to create and store their own sub-collections. Registered users of the Bracero History Archive will be encouraged to “tag” objects with keywords and to mark them as favorites. Upon logging into the website, registered users will be taken to a personalized “MyArchive” homepage, where they will be able to access all of the objects they have marked as favorites. User favorites will be made available through RSS feeds so users can syndicate their chosen content to their own websites. They will also be able to view a personalized tag cloud (as opposed to the open tag cloud in the browse section of the site) that displays only the keywords that they have selected and associated with collection objects. (See Appendix G: Screenshots, Figure 4.)
- *Teachers’ Guide to Bracero History.* The Bracero History Archive will prominently feature a “teach” tab from which teachers will be able to access the “Teachers’ Guide to Bracero History.” This will be based on curriculum materials to be developed and tested by NMAH. The materials are designed for students in grades 5-12, and will be aligned to the following National Standards as suggested by Mid-Continent Research for Education and Learning (McREL) in their compendium and website <<http://www.mcrel.org/standards-benchmarks/>>. The Guide will

introduce students to the history of braceros and can be used to supplement any curricula focusing on topics in twentieth-century U.S. history. Upon completion of the activities, students will be able to: 1) view primary documents (including photographs) and learn about the complex issues that emerged as part of the Bracero Program; and 2) analyze primary sources to gain different perspectives on those who were involved in the Bracero Program. The materials will promote various styles of learning by leading students to look at photographs, primary documents, and data through five worksheets: 1) Scenes from a Bracero home; 2) Scenes of quiet times; 3) Scenes of Braceros and their environment; 4) Reading and interpreting a primary source--part of a transcript of a Bracero oral history; 5) Interpreting Immigration Data. Questions and writing, performance, and charting activities will encourage students at all levels to make observations, and to make connections to Social Studies and U.S. history topics in the periods during and after World War II.

- *User orientation resources.* The Bracero History Archive's public interface will provide a wide range of resources to help orient teachers, students, and member of the general public to website and the collections. Among these will be an "about" page containing full information about principal and local partners, as well as history and funding; a "Brief Guide to the Collections" describing the main substance of the collections; contact information; and an FAQ page with answers to specific questions.

ii. Researchers' Interface Features (Researchers)

- *Controlled-access portal.* The public interface will provide a rich, visually stimulating environment in which general users will browse the collection, but experience shows that advanced researchers may be more interested in quick access to sources than in graphic display. For this reason, the Bracero History Archive will provide qualified researchers with a separate portal. Researchers will be encouraged to contact site administrators with information about their institutional affiliation and/or research topic and in return will be provided with a password to the researchers interface and additional guidance on using the Archive. This registration process, moreover, will help site administrators understand the ways in which in the collections are being used in scholarship. (See Appendix G: Screenshots, Figure 5.)
- *Advanced search.* Registered users of the researchers' interface will have access to browse options similar to those available through the public interface, but they will also have access to an advanced (field-delimited) search page. This will allow these users to construct complex search queries, isolating objects by any combination of object type, collection, tags, and other metadata fields.
- *Object details.* The researchers' single object view will also share many of the features of the public users' object details page, such as the ability to tag objects and mark them as favorites. But researchers will also be provide with information and features that public users would not need. These additional features will include an export to XML function, a MyNotes function to allow researchers to take more extensive notes on selected objects, and "Trackback ping" capability, which will enable the creation of a "places this item was cited" list for each item in the archive. Most important, whereas public users will only have access to a condensed metadata set, researchers will be provided full metadata for each object in the Archive.
- *MyArchive.* The Bracero History Archive researchers' interface will feature a MyArchive section similar to the public users' MyArchive (complete with MyTags and MyFavorites sections), but will include two additional features. First, researchers will have an additional MyNotes section to allow them to take notes on particular objects or to create custom groupings of objects that they

would like to keep together. Second, the researchers' MyArchive will feature seamless integration with bibliographic managers such as Scholar for Firefox (a note taking and citation tool currently being developed by CHNM under a grant from the Institute of Museum and Library Services) and EndNote, allowing researchers to export their saved data for use in larger research projects.

- *Researcher help resources.* In addition to institutional information, contact information, and FAQs, researchers will be provided with a more detailed "Guide to the Collections" and user's manual to help them take advantage of the full functionality of the researchers' interface.

iii. Partners' Interface Features (Institutional Collaborators)

- *Object creation.* The partners' interface will feature all of the functionality of the researchers' interface, but will include several additional features: most important, the ability to add objects and metadata to the Archive. Partner-contributed items will be automatically added to the institution's entry under "Collections" which (after quality control by the principal partners) will be accessible on the public gallery display, through the researchers' interface, through the Partners' interface, via RSS feed, and through individualized gallery displays built with the "MyExhibit" wizard. (See Appendix G: Screenshots, Figure 6.)
- *MyExhibit wizard.* Another important feature of the partners' interface will be the MyExhibit wizard, which will allow partners to quickly and easily build customized galleries and exhibits from their added collections by following an easy set of steps laid out over successive screens. Once the steps are completed, the wizard will automatically generate an individualized gallery page based on the partners' choice of pre-designed templates, which will include information about the partner's institution, links to its website, and its logo and color scheme. Access to partners' exhibits will be provided through both the public and researchers' interfaces, and XML "feeds" will allow partners to embed their exhibits within their own websites. This feature is crucial to allowing partners to retain a sense of "ownership" over their distinctive materials. (See Appendix G: Screenshots, Figure 7.)
- *Partner support resources.* Resources for partners will include a users' manual to the partners' interface, a discussion board for technical, methodological, and historical questions, and a wiki-powered "handbook" for posting of digitization standards, metadata definitions, and answers to FAQs.

E. Collections Administration

Administrative access to the Bracero History Archive will likewise be provided through the API and will include all functions of the partners' interface. However, collections administrators will also have access to quality control tools for approving partner contributions to the Archive based on adherence to metadata, digitization, and intellectual property criteria. All items contributed by local partners through the partners' interface will be vetted by project staff—an approach used by CHNM in earlier, high-volume online collecting projects such as *the September 11 Digital Archive*. To maintain quality control and standards adherence, collections administrators will have the ability to edit all objects and associated metadata. As the Archive expands, they will also have the ability to create new data types and to alter and define object metadata ontologies and controlled vocabularies for new kinds of digital materials through an object type creation wizard. Collections administrators will also be able to manage the tiered permissions system, including the creation, editing, and deleting of user accounts. (See Appendix G: Screenshots, Figure 8).

F. Evaluation

This system will be developed iteratively with evaluation taking place at every stage. First, formative evaluation is already underway as versions of the core system are already being used on public sites such as the *Hurricane Digital Memory Bank* and the *Mozilla Digital Memory Bank*. We will make information architecture, API, and user interface changes to the core system as we receive feedback from users and administrators of these other projects. We will also seek feedback from the advisory board on the prototype during the early months of the project. We will launch the system in year one, but in year two we will make changes based on comments from local partners, online users, and advisory board members. We will also track site usage with CHNM's well-developed, real-time log system. Even more important, we will evaluate the number and quality of contributions to the archive that we receive from different methods (e.g. in-person Bracero Heritage Meetings, online chats, general publicity, Virtual Bracero Heritage Meetings, direct phone contact, spontaneous web contributions) and focus on those efforts that are working best in year two. Finally during follow up calls with local partners in year two, we will ask for feedback on the archival system, the website, and outreach efforts. We will use what we learn from these different evaluations in making final changes to the system and in writing the "Practical Guide to collaborative documentation in the digital age."

IV. Work Plan

June 2007:

- Opening meeting of Principal Partners
- CHNM begins design of website and implementation of database structure
- CHNM establishes repository in GMU's MARS D-Space installation
- UTEP begins transcribing second half of oral history interviews

July 2007:

- CHNM continues work on website design and database structure
- Principal Partners review website design and database structure
- UTEP continues transcriptions

August 2007:

- CHNM completes revisions on partner and administrative interface and database structure
- UTEP begins migration of digital collection materials (audio files, images, transcriptions, etc) to the online database
- UTEP continues transcriptions
- NMAH begins migration of data and metadata on collected documents and image, including the Nadal collection to the online database

September 2007:

- CHNM continues on website design, focusing on public and research interfaces
- UTEP continues migration of digital collection materials (audio files, images, transcriptions, etc)
- UTEP completes transcriptions
- NMAH continues migration of data and metadata

October 2007:

- CHNM continues on website design, focusing on public and research interfaces
- UTEP continues migration of digital collection materials (audio files, images, transcriptions, etc)
- NMAH continues migration of data and metadata
- NMAH staff make presentation at Western Historical Association Meeting

November 2007:

- Advisory Board meeting to review the website design and the collection system and plan for Heritage Days
- CHNM completes the quality control system for reviewing contributions from local partners
- UTEP completes migration of digital collection materials (audio files, images, transcriptions, etc) [600 digital records]
- NMAH continues migration of data and metadata

December 2007:

- CHNM makes final revisions on website design and collection system
- NMAH completes migration of data and metadata [2,100 digital records]
- Principal Partners develop publicity materials based on the core collection

January 2008:

- CHNM develops and makes available on the website training materials on contribution practices for local partners
- CHNM implements project wiki to facilitate continued participation of existing local partners
- Principal Partners begin scheduling online chat sessions with local partners from previous Bracero Heritage Meeting meetings
- Principal Partners participate in a roundtable about the Bracero History Archive at the American Historical Association meeting

February 2008:

- CHNM disseminates the collecting system through the Center's Tools portal <<http://chnm.gmu.edu/tools>>
- Principal Partners conduct first online chat with local partners
- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support

March 2008:

- Principal Partners conduct second online chat with local partners
- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- UTEP conducts direct phone call outreach with local partners

April 2008:

- Principal Partners conduct third online chat with local partners
- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- NMAH conducts direct phone call outreach with local partners
- Principal Partners begin organizing three upcoming Bracero Heritage Meeting meetings in Arizona, Oregon and Washington
- NMAH begins drafting the "Teacher's Guide to the Bracero History Archive"
- Principal Partners make presentation at the Organization of American Historians meeting

May 2008:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Brown University conducts direct phone call outreach with local partners

- Principal Partners continue organizing three Bracero Heritage Meeting meetings in Arizona, Oregon and Washington
- Principal Partners launch first wave of online and print publicity for the archive
- NMAH continues drafting the “Teacher’s Guide to the Bracero History Archive”

June 2008: (Year 2)

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Principal Partners review results of outreach to existing local partners [250 digital records]
- NMAH completes the “Teacher’s Guide to the Bracero History Archive”

July 2008:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Principal Partners revise collecting guides and outreach materials in preparation for new Bracero Heritage Meetings
- Principal Partners finalize plans for three upcoming Bracero Heritage Meetings in Arizona, Oregon, and Washington

August 2008:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Advisory Board meets to review progress and suggest mid-course corrections
- UTEP co-hosts Bracero Heritage Meeting meetings in Arizona

September 2008:

- CHNM designs interface for Virtual Bracero Heritage Meeting meetings
- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support

October 2008:

- CHNM finalizes Virtual Bracero Heritage Meeting Meeting interface
- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- NMAH co-hosts Bracero Heritage Meeting meetings in Oregon
- UTEP conducts direct phone call outreach and online chat with Arizona Bracero Heritage Meeting participants

November 2008:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Principal Partners meet to organize three Virtual Bracero Heritage Meeting meetings

December 2008:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Brown University co-hosts Bracero Heritage Meeting meetings in Washington
- NMAH conducts direct phone call outreach and online chat with Oregon Bracero Heritage Meeting participants

January 2009:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- CHNM survey's local partners about their use of the collection system
- CHNM hosts first video-conference Bracero Heritage Meeting

February 2009:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Principal Partners review the results of Bracero Heritage Meetings [500 digital records]
- CHNM hosts second video-conference Bracero Heritage Meeting
- Brown University conducts direct phone call outreach and online chat with Washington Bracero Heritage Meeting participants
- CHNM begins drafting the "Practical Guide to collaborative documentation in the digital age"

March 2009:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- CHNM hosts A/V chat Bracero Heritage Meeting Meeting
- CHNM continues drafting the "Practical Guide"
- Principal Partners meet to review the results of follow-up outreach to Arizona, Oregon, and Washington Bracero Heritage Meeting participants [250 digital records]

April 2009:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- Principal Partners meet to review the results of the Virtual Bracero Heritage Meetings [500 digital records]
- Principal Partners review the "Practical Guide"

May 2009:

- CHNM administrators maintain quality control standards with respect to new contributions
- UTEP provides Spanish language collection support
- CHNM revises and makes public the "Practical Guide to collaborative documentation in the digital age"
- Principal Partners launch second wave of online and print publicity for the archive

V. Staff

A. Principal Project Partners and Institutional Commitment

The Bracero History Archive brings together a group of experienced partners who can deliver on the ambitious goals of the project. The Center for History and New Media <<http://chnm.gmu.edu>> has more than a dozen years experience as a leader in using digital technologies to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past. Brown University's Center for the Study of Race and Ethnicity in America offers a leading scholarly voice and direction to the project. The National Museum of American History lends a national reputation, drawing power among local communities, and an unmatched combination of curatorial, archival, and subject-area expertise. The University of Texas El Paso, through its Institute of Oral History and Bracero Oral History Project, brings intimate experience working one-on-one with braceros, vital cross-border ties, and a regional home for the project in the Southwest. All four organizations have worked closely

together on the Bracero History Archive since an initial planning conference in March 2005. Staff at CHNM, in accordance with all applicable federal and university guidelines, will manage the portion of the Archive supported by the NEH grant. CHNM will perform the primary administrative and technical work of the project, as well as managing communication between the principal partners and assisting with outreach, collections management, historical, educational, and dissemination; UTEP will coordinate collections management activities and contribute to outreach and dissemination; Brown will coordinate outreach activities, provide content expertise, and contribute to dissemination; and NMAH will make a substantial in-kind contribution of staff resources for collections management, outreach, education, and dissemination.

As the lead partner, the responsibility of maintaining the digital collection and its public products as long-term resources for students, teachers, and museums falls primarily to CHNM. CHNM's ability to meet this commitment is demonstrated by more than a dozen years of work in the field of digital history. Since 1994, CHNM has used digital media and computer technology to present and preserve the past, and it currently hosts more than two dozen online history projects, among them several large, highly regarded and highly visited digital archives such as the *September 11 Digital Archive*, the *Hurricane Digital Memory Bank*, and the *Mozilla Digital Memory Bank*. With support from the National Historic Records and Publications Commission, CHNM is currently building an open-source and open-access archive for the *Papers of the War Department, 1784-1800*, a collection of more than 50,000 documents. CHNM has also become a major developer of digital tools in the humanities (see <http://chnm.gmu.edu/tools>) with support from the Sloan Foundation and the Institute of Museum and Library Services. In addition to its internally developed projects, some major digital history projects—such as the award-winning *DoHistory*—that have been given to CHNM because their creators believed they would find a more permanent home at CHNM.

CHNM's stability stems from several sources. With the help of an NEH Challenge Grant, CHNM has raised a \$2 million endowment, which provides for CHNM's long-term viability as a unit of the George Mason University Department of History and Art History. Mason also has a strong institutional commitment to CHNM, which has a \$1.5 million annual budget and a staff of more than twenty-five. The History Department has made "new media" a central focus of its new PhD program, which insures a steady stream of students (at least six of whom work as Graduate Assistants at CHNM) interested in sustaining existing projects and creating new ones. CHNM has also recently received an Academic Excellence Equipment Award from Sun Microsystems. Housed in Mason's secure data facility, this state-of-the-art configuration will help meet CHNM's server technology needs for several years to come. This substantial endowment, demonstrated fundraising success, strong institutional support, and solid technology allows CHNM to guarantee that the Bracero History Archive will be a permanent resource for researchers, students, and the general public.

UTEP, Brown, and NMAH will also help to insure the long-term viability of the project and the resources it collects. UTEP will maintain ongoing access to the original oral history materials and will mirror CHNM's copy of the entire online resources. Brown University will work with graduate students in the Center for the Study of Race and Ethnicity in America to add to continue collecting and adding the online archive. Finally, NMAH will continue to work to integrate the collection into its public programming, which will maintain the necessary public visibility that any project need for long term support and stability. The centerpiece of this effort will be a bi-lingual traveling exhibition, *Bittersweet Harvest: The Bracero History Program, 1942-1964*, which NMAH plans to develop with independent funding.

(See also Appendix H: Organizational Profiles of Principal Partners.)

B. Project Roles and Staff Biographies of Key Personnel

Roy Rosenzweig (co-Principal Investigator) is Mark and Barbara Fried Professor of History at George Mason University and Director of the Center for History and New Media. He is co-author, with Elizabeth Blackmar, of *The Park and the People: A History of Central Park*, which won several awards including the 1993 Historic Preservation Book Award and the 1993 Urban History Association Prize for Best Book on North American Urban History. He also co-authored, with David Thelen, *The Presence of the Past: Popular Uses of History in American Life*, which has won prizes from the Center for Historic Preservation and the American Association for State and Local History. His other single-authored and collaborative works include *Eight Hours for What We Will: Workers and Leisure in an Industrial City, 1870-1920*, the two-volume multimedia CD-ROM, *Who Built America?*, *Digital History: A Guide to Presenting, Preserving, and Gathering the Past on the Web*, and edited volumes on history museums, history and the public, and history teaching. Rosenzweig was the second recipient of the National Humanities Council's Lyman Award for "outstanding achievement in the use of information technology to advance scholarship and teaching in the humanities." From 2003-2006 he was the Vice President for Research for the American Historical Association. He is also a member of the Steering Committee of the Coalition for Networked Information and the ACLS Commission on the Cyberinfrastructure in the Humanities and Social Sciences and of the Coalition for Networked Information.

Rosenzweig will have overall responsibility for project outcomes and will dedicate 5 percent of his time during each year as an in-kind contribution to the project.

Tom Scheinfeldt (co-Principal Investigator) is Assistant Professor of History and Assistant Director of CHNM. He received his bachelor's degree from Harvard and his master's and doctoral degrees from Oxford, where his doctoral thesis examined the public role of science history and science museums in the inter-war period. Scheinfeldt has lectured and written extensively on the history of popular science, the history of museums, history and new media, and the changing role of history in society, and has worked on traditional exhibitions and digital projects at the Colorado Historical Society, the Museum of the History of Science in Oxford, the National Museum of American History, and the Library of Congress. Scheinfeldt currently manages several online history archives at CHNM, including *the September 11 Digital Archive*, the *Mozilla Digital Memory Bank*, and the *Hurricane Digital Memory Bank*.

Scheinfeldt will have responsibility for day-to-day administrative oversight of the project and the staff and especially for coordination of the technical and editorial and will dedicate 10 percent of his time during each year as an in-kind contribution to the project.

Sharon Leon (Project Manager) is Associate Director of Education Projects and Research Assistant Professor at CHNM. She received her bachelor's degree from Georgetown University and her doctorate in American Studies at the University of Minnesota. Her dissertation examined the responses of U.S. Catholics to the eugenics movement in the first half of the twentieth century. Her research interests include the study of race and gender in the history of religion and the history of science. Her work has appeared in *Church History* and the *Journal of the History of Medicine and Allied Sciences*. Leon currently manages several online history projects at CHNM, including *The Object of History* and *Historical Thinking Matters*.

Leon will oversee all aspects of program implementation, including coordinating communication between the principal partners, supervision of staff and students at CHNM, deployment of the Bracero History Archive database and user interfaces, upload and description of current holdings by the principal partners, in-person and online outreach activities, dissemination of project, and writing the "Practical

Guide to collaborative documentation in the digital age.” She will dedicate half of her time to these activities.

James Safley (Technical Director) received his undergraduate degree in history at GMU and is currently working towards his master's degree in American history. Beginning his archiving career in 1999 at the National Archives and Records Administration, Jim moved through several related positions, including records manager at Phi Beta Kappa national headquarters and archivist assistant at Mason's Special Collections and Archives. Coming to CHNM in 2002, Safley has applied his traditional archiving experience to his work in digital archiving, web programming, and database administration on online archival projects such as the *September 11 Digital Archive* and the *Papers of the War Department, 1784-1800*.

Safley will serve as technical lead and will coordinate the deployment of CHNM's standards-based system for the Bracero History Archive. This work will include installation of the core system architecture, implementation of digitization and metadata standards and quality control tools and procedures, customization of the three-tiered user interface, development of FAQs, users' guides, and other project documentation, and assisting both principal and local project partners with technical and archival inquiries. Safley will dedicate one third of his time to the project.

Kristine Navarro (Collections Director) is the Director of the Institute of Oral History at the University of Texas at El Paso (UTEP). She holds a BA in accounting and her masters degree in public history from the University of Texas at El Paso. Recent works include *Wheresoever My People Chance to Dwell: Oral interviews with African American women in El Paso*. In conjunction with the Smithsonian National Museum of American History, the Institute of Oral History launched the Bracero Oral History Project, to conduct oral history interviews with individuals that participated in the Bracero Program. Navarro has overseen the development of the single largest Bracero related archive in the country. To date they have collected more than 400 interviews as well as photographs and historical material documenting the history of the Bracero Program.

Navarro will direct all collections management activities, including managing all transcription, upload, and description of oral histories by UTEP staff and students; coordinating upload and description of documentary materials at NMAH; and maintaining quality control standards. Navarro will also assist in planning and carrying out in-person and online outreach at Bracero Heritage Meetings and Virtual Bracero Heritage Meetings as described in Section IB, including training student interviewers, providing travel planning assistance, conducting interviews, and maintaining equipment.

Anais Acosta (Collections Assistant) is project manager at the Oral History Institute (OHI) at the University of Texas at El Paso, and has coordinated transcribing and cataloging efforts at OHI since 2001. She participated in OHI's Bracero Project, which has interviewed more than 400 people involved in the Bracero Program. In addition to interviewing subjects, she led the transcription and digitization of the audio interviews as well as supervised student workers. Acosta has a bachelor's degree in Marketing and Business Administration from the University of Texas at El Paso.

Acosta will assist with all collections management and outreach activities carried out by UTEP staff and students.

Matt Garcia (Outreach Director and Content Lead) is Associate Professor in the Department of American Civilization, Ethnic Studies and History and Interim Director of the Center for the Study of Race and Ethnicity in America at Brown University. Garcia is the author of *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970* (University of North Carolina Press, 2001, which was co-winner of the biannual best book award from the Oral History Association in 2003

and received Honorable Mention for the American Studies Association's John Hope Franklin Prize for best book, also in 2003. His research interests include Chicano/Latino identity and community formation, race and ethnicity in the U.S, labor history, Latina/o education, American popular culture, and urban/suburbanization. His current project entitled *The California South: Race, Labor and Justice on the California Border, 1900-1980* explores the formation of agricultural empires in the California desert and the exploitation of natural resources and Mexican labor that made it possible.

Garcia will organize all in-person outreach described under Section IB, including planning Bracero Heritage Meetings in Arizona, Oregon, and Washington, managing student outreach training, coordinating local partner relations, and assisting with continuing remote outreach activities and Virtual Bracero Heritage Meetings. Garcia will also serve as historical content lead for the project, offering content expertise to both principal and local partners.

Peter Liebhold (Collections, Outreach, and Dissemination Coordinator) is the Chair of the Division of Work and Industry at the Smithsonian Institution, National Museum of American History. His areas of research and interest include the culture of work, immigration, industrial history, and work imagery. Exhibitions include *America on the Move* (a 22,000 square foot transportation exhibition which includes a section on immigration and migration); *Between a Rock and a Hard Place: A History of American Sweatshops, 1820 - Present*; *Images of Steel, 1860 - 1994*; and *Who's In Charge: Workers and Managers in the United States*. Projects in development include: a major temporary exhibition scheduled to open November 2006, *Treasures of American History*; a 12,000 square foot permanent exhibition *American Dreams: An Introduction to American History*; a traveling exhibition, *Bittersweet Harvest: The Bracero Program 1942-1964*; and the Preview Center for the National Museum of Industrial History (a Smithsonian Affiliate in Bethlehem, Pa). He has published in *Technology and Culture*, *Invention and Technology*, and *The Public Historian* (where his article *Experiences from the Front Line* won the G. Wesley Johnson Prize).

Liebhold will assist with all outreach activities as described under Section IB. He will also provide content expertise to the project on an ongoing basis. Finally, he will coordinate the planning and hosting advisory board meetings.

Steve Velasquez (Collections, Outreach, and Dissemination Coordinator) is Associate Curator for the Division of Home and Community Life at the Smithsonian Institution's National Museum of American History. Velasquez started as an intern in the National Museum of Natural History in 1995. His background is Latin American Archaeology, collections management and material culture studies. His research interest include Latino identity and Latino/Hispanic material culture, Latin American material culture; Latin American archaeology, Spanish America Colonial History, and immigration/migration. Recent exhibits and project experience include, *AZUCAR! The Life and Music of Celia Cruz*. Past projects include *A Collector's Vision of Puerto Rico*, *Julia Child's Kitchen at the Smithsonian*, and the Toluca Valley Archaeology Research Project.

Velasquez will coordinate the upload of all data and metadata associated with current holdings of documents and images as described under Section IB by NMAH staff and interns. He will further work with CHNM to manage the upload, description, and administration of documentary materials collected during the grant period.

Bonnie Lilienfeld (Collections, Outreach, and Dissemination Coordinator) has been on the staff at NMAH since 1987, and is currently Deputy Chair of the Division of Home and Community Life. She has conducted research, written, lectured, and curated exhibitions on slave life and work, everyday material culture of the home, consumerism, the American ceramics industry, and the history of collecting at the Smithsonian. As co-curator of NMAH's recent *America on the Move* exhibition, Lilienfeld

extensively researched the relationships between politics, communities, and transportation choices in Chicago.

*Lilienfeld will advise on the design and implementation of the public, researchers' and partners' interfaces as described under Section III. She will also coordinate NMAH's contribution to project dissemination as described under Section VI. Finally she will design and coordinate the production of the "Teachers' Guide to Bracero History" by NMAH staff.**

Magdalena Mieri (Latino Programming Coordinator) is currently the Director of the Program in Latino History and Culture at the National Museum of American History, Smithsonian Institution. Her role is to organize and implement a variety of programs and to develop collaborations across the museum, and at the local and national levels, to tell the rich stories of Latinos. Before her position at the Museum she was the Museum Program Specialist and Director of the Latino Virtual Gallery at the Smithsonian Center for Latino Initiatives. She has been with the Smithsonian Institution since 1992. Ms. Mieri has consulted with museums in Argentina, Peru, Mexico, Uruguay and Bolivia. Before joining the Smithsonian she was Assistant Curator at the Museo de Arte Hispanoamericano in Buenos Aires, Argentina. She also holds a Senior Fellow position in the Department of Anthropology, at University of Maryland, College Park and has taught graduate level courses in the Masters of Museum Education at George Washington University. Ms. Mieri received her B.A. in Museum Studies from the Argentine Institute of Museology and her M.A. in Anthropological Sciences from the University of Buenos Aires, Argentina.

Mieri will help to facilitate the coordination of the Bracero Heritage Meetings and will contribute to NMAH's dissemination efforts as described under Section VI.

(See also Appendix I: CVs for Key Personnel and Advisory Board.)

C. Advisory Board

In addition to these in-house resources, we will draw on the expertise of our distinguished advisory board:

- **Manuel Garcia y Griego** (Dept. of History and Director, Southwest Hispanic Research Institute, Univ. of New Mexico) has written extensively on braceros including, *The Importation of Mexican Contract Laborers to the United States, 1942-1964 : Antecedents, operation, and legacy*, and his dissertation which examined the U.S.-Mexican relations of the Bracero Program, 1942-1955. His current work includes a field research project funded by the National Science Foundation on immigrant acculturation in North Texas.
- **Cindy Hahamovitch** (Dept. of History, The College of William and Mary) received her Ph.D. from the University of North Carolina- Chapel Hill in 1992. Her book, *The Fruits of Their Labor: Atlantic Coast Farmworkers and the Making of Migrant Poverty, 1870-1945*, was published by UNC Press in 1997. She is currently writing a book on Caribbean labor migration to the US since the Second World War, tentatively entitled, "The Perfect Immigrant: Jamaican Guestworkers in the Land of Jim Crow." She serves on the editorial board of *Labor: Studies in Working-class History of the Americas*, the executive board of the Labor and Working Class History Association, and on the George Pozzetta prize for Immigration History.

* This substantial in-kind contribution of staff time by Leibhold, Velasquez, Lilienfeld, and other federally funded employees at NMAH will not counted toward the official cost share for purposes of this application.

- **Mae Ngai** (Dept. of History, Columbia Univ.) will be a faculty visitor with the American Bar Foundation, during Fall 2006. Her research and teaching focus on twentieth-century U.S. history, with emphasis on immigration and ethnicity (Asian American and comparative), politics and law, and labor. She is especially interested in problems of nationalism, citizenship, and race as they are produced historically in law and society, in processes of transnational migration, and in the formation of ethno-racial communities. She is author of *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004) and coeditor of *The Politics of Remembering*, a special issue of *Amerasia Journal* (December 2002).
- **Stephen Pitti** (Depts. of History and American Studies and Director of the Ethnicity, Race, and Migration Program, Yale Univ.) is the author of *The Devil in Silicon Valley: Race, Mexican Americans and Northern California* and the Director of Undergraduate Studies of Yale's American Studies Program. He is also the editor to the Latina/o History Project, which explores ethnic Mexican, Puerto Rican, Cuban and other Latino histories in the United States. The ambitious project brings together resources ideas, people to encourage a dialogue of their history among Latinos as well as society at large.
- **George Sanchez** (Depts. of History, American Studies and Ethnicity and Director of the Center for Diversity and Democracy, Univ. of Southern California) researches historical and contemporary topics of race, gender, ethnicity, labor and immigration. These interests have translated into various publication including, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945* and *American Crossroads: New Works in Ethnic Studies*. He is currently writing two books, one about contemporary Mexican migration on the politics of Los Angeles, and the other is a historical study of the ethnic interaction of Mexican Americans, Japanese Americans and Jews in East Los Angeles.
- **Debra Lattanzi Shutika** (Dept. of English, GMU) is a folklorist specializing in Mexican and Latino folklore, embodiment theory and Appalachian folklore. She received a Ph.D and M.A. in Folklore and Folklife from the University of Pennsylvania in 2001 and 1999 respectively, and an M.A. in American Literature from GMU in 1993. She has taught courses in composition, folk and alternative medicine, and Mexican and Latino folklore. She has conducted ethnographic fieldwork in Mexico and the U.S. with Mexican laborers from Guanajuato, Mexico who currently work in the mushroom industry in southeastern Pennsylvania.

The board will meet as a group two times during the grant period, once at the beginning of year one to provide guidance on executing the project plan and once at the beginning of year two to assess the quality of our work to date and provide additional direction for moving towards completion. These meetings will be coordinated by NMAH and held at in downtown Washington, DC. In addition to these formal group meetings, we will rely on individual board members to bring their specific areas of expertise to bear on issues relating to the project as concerns arise..

(See Appendix I: CVs for Key Personnel and Advisory Board and Appendix J: Letters of Commitment.)

VI. Dissemination

The partners in this project have considerable experience in dissemination to scholarly, student, and public audiences and will deploy that experience in building awareness and use of the resources

gathered by the Bracero History Archive. Although all of the principal partners will help with dissemination, the bulk of this work will be carried out by CHNM and NMAH.

CHNM has considerable strength in online promotion and will focus its efforts in this area. That we have one of the most heavily trafficked history websites—with 300 million hits and 10 million visitors annually—puts us in a good position to promote the Bracero History Archive to history-minded web surfers through links, banners, and cross-promotion. We are also very experienced in techniques of search engine optimization and directory placement that are crucial to bringing traffic to a website. As a result, many of our sites are among the top two or three sites in their category in their Google ranking. Two leaders of CHNM (Dan Cohen and Roy Rosenzweig) have written the very first guide directed specifically at building audiences for history websites as one of the chapters of their book, *Digital History*, and we will draw extensively on that work in promoting the Bracero History Archive.

CHNM also has a very wide audience among high school and college history teachers through its well trafficked websites such as *History Matters* <<http://historymatters.gmu.edu/>>, *World History Matters* <<http://worldhistorymatters.org>>, and *Liberty, Equality, Fraternity: Exploring the French Revolution* <<http://chnm.gmu.edu/revolution/>>. We will use those sites and email lists developed in connection with those sites to promote the Bracero History Archive as a classroom resource. CHNM also has regular access to the mailings of *History News Network* <HNN, <http://hnn.us/>>, an online history news magazine, which goes to 11,000 people three times a week. HNN will also give us free banner ads on its website, which has more than 200,000 unique visitors per month. Finally, we will reach out more generally to the online history community using electronic mailing lists (e.g., H-ETHNIC, H_MIGRATION,) and newsletters (e.g., *American Studies Association Newsletter*, *American Historical Association Perspectives*, *Organization of American Historians Newsletter*, *Immigration History Research Center News*, *Archival Outlook*, etc.) to notify wider communities of librarians, archivists, and historians of the availability of the resources we are building.

While CHNM will focus its efforts on the online audience, NMAH's promotional work will emphasize in-person contacts. First, NMAH will present the project to scholarly audiences at conferences and through speaking engagements—e.g., participation in a session at the Western Historical Association in October 2007 and in a roundtable discussion about the Bracero Program at the yearly conference of the American Historical Association (AHA) in January 2008. Second, NMAH curators will work with the Smithsonian Institution's well-connected Public Affairs office to provide interviews and information to the print, television, and radio media about the Archives, particularly in conjunction with Bracero Heritage Meetings. Third, the NMAH Latino Programs office is working to hire a playwright to develop a script based on collected oral histories in order to create a public program that could be presented to public audiences at the Smithsonian as well as at other institutions. Finally, NMAH is already working with independent funding to mount a bi-lingual traveling exhibition based on materials in the collection. This exhibition, entitled *Bittersweet Harvest: The Bracero History Program, 1942-1964*, will be disseminated throughout the country through the Smithsonian's SITES program.

4. BUDGET

5. Appendices

Appendix A: “Envisioning Bracero History,” University of Texas, El Paso, November 10-12, 2005 – Conference Program and List of Attendees

Envisioning Bracero History
University of Texas at El Paso
November 11th and 12th, 2005

AGENDA

Thursday, Nov. 10, 2005

- 12:35 pm Shuttle departs Camino Real Hotel for Rio Vista
- 1:00 - 3:30 pm **RIO VISTA PROCESSING CENTER TOUR**
Gary Williams, El Paso Community Foundation
- 4:40 pm Shuttle departs Camino Real Hotel for Café Mayapan
- 5:00 – 6:30 pm **PUBLIC TOWN HALL MEETING**
Café Mayapan – 2000 Texas Avenue

National Museum of American History, Smithsonian Institution
Presentation on Bracero History Project

Friday, Nov. 11, 2005

- 7:30 am First shuttle departs Camino Real Hotel for UTEP (shuttle rotation on the half hour)
- 8:00 - 9:00 am **REGISTRATION, CHECK IN AND CONTINENTAL BREAKFAST**

The University of Texas at El Paso
Academic Services Building
Room 131
- 9:00 - 9:15 am **WELCOMING REMARKS**

Dr. Michael Miller Topp - Chair, Department of History, UTEP
Peter Liebhold - Chair, Division of Work and Industry, NMAH
Honorable Juan Carlos Foncerrada – Mexican Consul General
- 9:15 - 11:30 am **SESSION 1: CREATING AND CHANGING COMMUNITIES: GENDER, LIFE, AND CITIZENSHIP UNDER THE BRACERO PROGRAM**

Ana Rosas – Doctoral Candidate, Department of History, University of Southern California
Dr. Matt Garcia - Department of American Civilization, Brown University

MODERATOR – **Dr. Steve Pitti**, Department of History and American Studies, Yale University

11:30 - 11:45 **BREAK**

11:45 - 12:45 **LUNCH** (Registered participants)

12:45 - 1:30 pm **KEYNOTE ADDRESS**

Introduction by **Dr. Ernesto Chávez**, Department of History, UTEP

Dr. George Sánchez, Department of History and American Studies and Ethnicity, University of Southern California

1:30 – 2:00 pm **BREAK**

2:00 - 4:00 pm **SESSION 2: BUSINESS, DIPLOMACY, AND THE STATE DURING THE BRACERO ERA**

Dr. Dionicio Valdés – Acting Director, Julian Samora Research Institute, Michigan State University

Dr. Fernando Saul Alanis Enciso – Department of History, El Colegio de San Luis, A.C.

Dr. Kitty Calavita – Department of Criminology, Law and Society, University of California, Irvine

MODERATOR – **Dr. Irasema Coronado**, Chair, Department of Political Science, UTEP

4:00 pm Shuttle departs from UTEP for Camino Real Hotel

5:00 – 7:00 pm **DOCUMENTARY FILM, POSTER SESSION, & RECEPTION**
El Paso Museum of Art - One Arts Festival Plaza (across from Camino Real Hotel)

Screening of “**Braceros: De retaguardia productiva a olvidados**,”
Documentary film by Sergio Chávez, Ariel Mojica, and Arelí Veloz

Graduate Student Poster Session

Remarks, Dr. Diana Natalicio, President, UTEP

Saturday Nov. 12, 2005

9:00 - 11:00 am **SESSION 3: INSTITUTIONAL PARTNERSHIPS AND COLLECTIONS**

Carlos Marentes - Executive Director, Sin Fronteras, and [El Centro de los Trabajadores Fronterizos](#)

Dr. Anselmo Arellanes Meixueiro - Profesor y Investigador, Instituto Tecnológico de Oaxaca

Kristine Navarro - Director, Institute of Oral History, UTEP

MODERATOR – **Dr. Yolanda Chávez Leyva**, Department of History, UTEP

11:00 - 12:00 pm **LUNCH** (Registered participants)

12:00 pm Shuttle departs from UTEP for Camino Real Hotel

1:00 – 4:00 pm **ORAL HISTORY COLLECTION DAY**

Chamizal National Memorial
800 S. San Marcial

Appendix B: Existing Resources for Bracero History

These dispersed repositories contain collections relating to the bracero experience. Many of these institutions have only a finding aid available on line. Only three institutions have material from the collection digitized to view online. A few smaller institutions have material but no finding aid or detailed search feature is available on line.

Center for Oral and Public History

California State University, Fullerton

The Mexican American History collection includes 66 interviews exploring the lives of Mexican Americans in relation to immigration, the bracero program, labor, community organizations. The webpage serves as finding aid for the interviews, there are no digital transcriptions or audio available.

http://coph.fullerton.edu/mexican-american_collection.htm

Dwight D. Eisenhower Library

The Eisenhower library houses several small collections relating to the government's role in migratory labor and implementation of the bracero program, including the U.S. President's Committee on Migratory Labor. The finding aids are available online.

<http://www.eisenhower.utexas.edu/>

National Archives and Records Administration

NARA houses over 30 collections dealing with the bracero program, drawing from the records of the Department of Labor, Department of Domestic Policy Staff, and Department of Justice. The website provides finding aids and less than a dozen digitized items.

http://arcweb.archives.gov/arc/arc_home.jsp

Online Archive of California

The [OAC](#) brings together historical materials from a variety of California institutions, including museums, historical societies, and archives. The finding aids for 30 relevant collections that reference the bracero program are available, which include document scans of the committee files of the agriculture committee, bracero program of the 88th Congress.

<http://oac.cdlib.org/>

Oregon State

Braceros in Oregon Photograph Collection: The collection has 102 photographs that document the activities of Oregon's bracero workers. The images were drawn together for the web from several University Archives collections. In addition to the original bracero photographs, the University Archives contains other sources of information pertaining to braceros in Oregon.

<http://digitalcollections.library.oregonstate.edu/cdm4/client/bracero/>

Stanford University

Stanford University houses the Ernesto Galarza Papers, which include correspondence, notes, newsletters, press releases, newspaper clippings, and photographs documenting the scope of Galarza's career as a labor organizer, activist, and Research Director in the National Agricultural Workers Union. The only available material online is the finding aid.

<http://findaid.oac.cdlib.org/findaid/ark:/13030/tf2290026t>

UTEP

A finding aid is available for the Thomas Family Papers. Thomas was an attorney and judge in El Paso, TX. The Papers include correspondence, contracts, lists, and receipts pertaining to the bracero program. In the Border history manuscript collection, the records of the Southern Pacific Railroad include some dealing with the railroad's use of the bracero program.

<http://lib.utep.edu/search/Ybracero&SORT=D/Ybracero&SORT=D/25%2C26%2C26%2CB/frameset&F=Ybracero%26SORT%3DD&26%2C26%2C>

<http://libraryweb.utep.edu/special/special.cfm?page=manuscripts>

Truman Presidential Library and Museum

Finding aids are available on the U.S. President's Committee on Migratory Labor, plus five other related collections relating to the bracero program and migratory labor.

<http://www.trumanlibrary.org/>

Library of Congress

A series of photographs by Earl Thiesen for LOOK Magazine Collection portray the farm laborer Clemente Mendoza with family at home in Mexico and working on a California farm. No digital copies or finding aid are accessible online.

[http://lcweb2.loc.gov/cgi-](http://lcweb2.loc.gov/cgi-bin/query/r?pp/look:@FIELD(ALTITLE+@band(+California+migrant:+a+new+deal+for+the+Mexican+worker++)))

[bin/query/r?pp/look:@FIELD\(ALTITLE+@band\(+California+migrant:+a+new+deal+for+the+Mexican+worker++\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?pp/look:@FIELD(ALTITLE+@band(+California+migrant:+a+new+deal+for+the+Mexican+worker++)))

Oakland Museum of California, Latino History Project

The Latino History Project was a collaboration among the Oakland Museum of California, the Spanish Speaking Citizens' Foundation, Youth and Family Services and the Puente Project, UC Office of the President. One collection offers photographs from a former bracero, Jose Cruz, available to view online.

<http://www.museumca.org/LHP/index.html#>

Appendix C: Inventory of Current Holdings

Project partners have collected more than 400 oral history interviews and more than 600 digital records of images and documents—including ID cards, pay stubs, and contracts—shared by former braceros and their families. The items in the collection provide insight into the lives of the braceros themselves, and in some cases the families they left behind. The firsthand accounts from braceros reveal the moments of tragedy, joy, gut-wrenching abuse, cold, heat, hunger, fraternal community, loneliness, back-breaking labor, domestic absence, poor living conditions, and hope for a better life that came to define the bracero experience. Additionally, the oral histories and collected materials populate our understanding with myriad individual who braceros interacted with in their daily lives, from the guards who monitored their work, to the officials agents who processed their papers, the priests who came to the camps to say mass, to the merchants who sold their wares in the camps.

The National Museum of American History, Division of Work and Industry, is also making available the Leonard Nadel Collection, which includes 64 photographic prints, 1,730 original 35mm negatives, original contact sheets and a small archive of captions, letters, speeches, etc.* The images document the journeys of many braceros, from recruitment in Central Mexico, to processing in Northern Mexico and at the Texas border, to working and living on farms in California. Nadel took the photographs during the summer of 1956 while on a grant from the Fund for the Republic. Locations include: San Mateo Atenco, Mexico; Monterrey, Mexico; Hidalgo, Texas; Gonzales, California; Chualar, California; Salinas, California; Watsonville, California; Castroville, California; and Stockton, California

The following tables include a sampling of Bracero History Project holdings.

* Although access to materials held by NMAH will be provided through the main Bracero History Archive website during the grant period, the federally funded NMAH will receive no NEH funds from this proposal; to the contrary, it will make a major contribution to the project both in terms of access to collections and in terms of staff time and direct funds.

Selected Records from the Oral History Inventory:

Name	City, State	Length
Loera de, Alberto	Austin, Texas	-
Garcia, Pedro	Blythe, California	30
Bustamante, Primitivo	Chicago, Illinois	62
Mena, Guadalupe	Chicago, Illinois	60
Espino, Elias	Chihuahua, Chihuahua	42
Morales, Gonzalo	Chihuahua, Chihuahua	90
Aguilar Lopez, Juan	Coachella, California	48
Cervantes Manzo, Guillermo	Coachella, California	-
Gutierrez, Esteban	Coachella, California	60
Perez, Jose V.	Coachella, California	-
Santacruz, Melitona	Coachella, California	20
Zaragoza Solis, Brijido	Coachella, California	41
Fuentes Soto, Alfredo	Durango, Durango	82
Morales Franco, Anacleto	Durango, Durango	92
Aranda, Rodolfo	El Paso, Texas/ Las Cruces, New Mexico	62
Corella, Carlos	El Paso, Texas/ Las Cruces, New Mexico	-
Gutierrez, Lily	El Paso, Texas/ Las Cruces, New Mexico	36
Ortega, Pedro A., MD	El Paso, Texas/ Las Cruces, New Mexico	42
Solis Pallares, Emilio	El Paso, Texas/ Las Cruces, New Mexico	40
Espino, Jose Ortiz and Linda	El Paso, Texas	-
Calles, Jesus	Heber, California	61
Gonzalez, Adolfo	Heber, California	-
Navarro, Rosa Maria	Heber, California	39
Romero, Manuel	Heber, California	55
Zarate, Juan	Heber, California	70
Marin, Antonia	Los Angeles, California	-
Arroyo Castillo, Miguel	Mexico City, D.F.	172
Ochoa Perdomo, Ignacio	Mexico City, D.F.	-
Martinez Aleman, Victor	Morelos, Mexico	89
Contreras, Juan	Perris, California	60
Rodriguez Rico, Ismael	Perris, California	40
Solis-Aguilera, Gabino	Salinas, California	60
Lopez, Lidia G.	San Bernardino, California	-
Baez, Juan	San Jose, California	-
Ramirez, Isidoro	San Jose, California	45

Selected Records from the Image and Document Inventory:

Durango, Dgo.

CODE	NAME	# IMG	DESCRIPTION
DGO06	Blanco Ortega, Jose Guadalupe	4	Continuation of standard work contract; description of services and payment statement; D'Arrigo Bros. letter of recommendation; Standard Work Contract
DGO26	Rosales Rios, Jesus	5	Person in backyard; Alien Laborer's Permit; Extensions and recontractations card; laborers in field; workers in field

Mexico City, Mexico

CODE	NAME	# IMG	DESCRIPTION
MEX03	Corrales Rojas, Gregorio	2	Mica Calxico (back); Mica Calxico CA (front picture)
MEX04	Corrales Rojas, Patricio	2	criminal background certificate (upper and inferior parts)
MEX05	Cortes Cortes, Heriberto	6	Persons in backyard; person with bottle; persons on car; Mica (back); Mica (front w. picture); workers in field
MEX06	Cruz Figueroa, Rodolfo	14	Work contracts, california, texas, and wyoming; salary table
MEX07	Delgado Soto, J. Francisco	9	criminal background certificate; contracts; Delgado by himself; Persons on the railroad; Postcard Nevada; persons playing soccer
MEX08	Flores Perez, Cirino	2	people walking on the street; worker in field
MEX12	Lopez Ortiz, Homero	7	recommendation letter CA; criminal background certificate; contracts
MEX13	Martinez Solis, Heleodoro	8	recommendation letter AZ; contracts; injured worker
MEX14	Penaloza Munoz, Servando	3	Contract expiration letter; mica
MEX15	Ochoa Perdomo, Ignacio	6	Ochoa picture '02; mica
MEX16	Rosario Rosario, Carlos	3	greetings letter; standard work contract
MEX18	Santiago Perez, Liborio	17	letter of recommendation; criminal background certificate; contract CA and TX; tractor picture; picture in MX city; Western Union receipts
MEX21	Zavala Lorez, Miguel	8	contracts; mica

El Paso, TX / Las Cruces, NM

CODE	NAME	# IMG	DESCRIPTION
ELP10	Chavira Lopez, Ismael	2	Mica (front and back)
ELP19	Gamez, Jose	4	Crossing ID card; US labor Department; Mexican Military Service ID card; Gamez waiting for bus
ELP29	Lerma, Consuelo	3	Workers in factory
ELP39	Porter, Bob	8	English-Spanish Guide for Braceros;

ELP50	Tomlin, John	6	Gunmen; tractor; medicineman; fields
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Chihuahua, Chih.

CODE	NAME	# IMG	DESCRIPTION
CHIH23	Orduño, García Roberto	2	Mica front and back
CHIH25	Pérez, Loya Refugio	1	Contract
CHIH30	Zapata, Castañeda Tomás	2	Mica front and back

Blythe, CA

CODE	NAME	# IMG	DESCRIPTION
BLY12	Lopez Leon, Asterio	3	Mexican Passport; Marriage Certificate

Coachella, CA

CODE	NAME	# IMG	DESCRIPTION
COA54	Sanchez, Isaias	2	Sanchez's working permit
COA64	Velez de Cervantes, Estela	5	Residence ID card; Certificate of Baptism

San Bernardino, CA

CODE	NAME	# IMG	DESCRIPTION
SANB01	Ayon, Maria	2	Alien laborer's ID card, front and back
SANB02	Bautista Rodriguez, Jesus	2	Alien laborer's ID card, front and back
SANB06	Garcia Sanchez, Roberto	15	Brother's alien laborer's ID card, front and back; Garcia's ID card Rocket Wheel Co.; Passport
SANB07	Gonzalez, Lorenzo	10	Man in car; 2 men with tank; workers in field and farm
SANB12	Marcial, Alberto Miguel	5	Man with relatives
SANB17	Renteria, Rosario	7	Alien laborer's ID card, front and back; marriage, birth, and death certificate
SANB21	Velasquez, Pedro	2	Alien laborer's ID card
SANB22	Venegas, Apolonio	5	Birth certificate; General Information Form for Former Braceros

Heber, CA

CODE	NAME	# IMG	DESCRIPTION
	Salas Arredondo, Alejandro	4	Application for backwages;
	Botella Parra Maria Carmen	2	ID's
	Calles, Jesus	3	Workers in field
	Figuerroa Encinas, Luis	11	Application for backwages; Bracero testament letter; Registration form for former Braceros
	Hernandez, Raul	6	Alien laborer's ID card; BraceroProa Membership card; letter of finished Bracero Work
	Martinez, Faustino	11	Testament form; passport; former Bracero form
	Montes Robles, Manuel	7	Alien laborer's ID card; check pay stub; Mexican Worker ID; Workers Contract
	Navarro Duran, Federico	16	Birth Certificate; Bracero Proa Documents;

Quintero, Enriqueta	8	Bracero Testament Form; Forms for Former Braceros; Passsport; Paper articles; Man in field
Rivera, Pedro	7	Birth Certificate;
Romero, Manuel	2	Alien laborer's ID card
Sosa, Luz Maria	4	Alien laborer's ID card; Bracero Work Contract
William, George	1	Man in field

Selected Records from the Nadel Collection:

Photo Negative Number	Short Description	Location
NAD-2004.0138.01.04	An armed official directs braceros while others wait in line at the Monterrey Control Station.	Monterrey Control Station, Mexico
NAD-2004.0138.01.02	Braceros wait by a railroad track near Monterrey Control Station.	Monterrey Control Station, Mexico
NAD-2004.0138.02.03	Braceros receive their identification photographs in Hidalgo, Texas.	Hidalgo, Texas
NAD-2004.0138.02.15	Braceros wait in line for chest X-rays as part of their physical examinations in Hidalgo, Texas.	Hidalgo, Texas
NAD-2004.0138.02.18	While others wait in line, a bracero is fumigated with DDT in Hidalgo, Texas.	Hidalgo, Texas
NAD-2004.0138.02.26	An agent for employers examines the muscles of a bracero in Hidalgo, Texas.	Hidalgo, Texas
NAD-2004.0138.03.12	During processing, a bracero speaks to an official in Mexico.	Monterrey
NAD-2004.0138.03.43	Braceros form lines at a processing center in Mexico.	Monterrey
NAD-2004.0138.03.30	Young men cook hamburgers for braceros at a processing center in Mexico.	
NAD-2004.0138.04.17	Braceros wait in line to board buses at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.04.05	Braceros wait to be processed as a train passes the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.04.36	Braceros, viewed from a military barracks, wait at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.05.06	Braceros cross the bridge from Monterrey to Hidalgo, Texas.	Reynosa-Hidalgo Bridge
NAD-2004.0138.05.18	Bracero belongings are stored at the Hidalgo Control Station in Texas.	Near McAllen, Texas
NAD-2004.0138.05.29	In Texas, braceros prepare food in the Hidalgo Control Station mess hall.	Near McAllen, Texas
NAD-2004.0138.06.15	Braceros walk along railroad tracks near Monterrey, Mexico.	Near the Monterrey Control Station, Mexico

NAD-2004.0138.06.02	As armed soldiers march past, braceros wait in line to board buses at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.06.33	Braceros stand in line at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.07.30	Braceros wait in line at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.07.19	Braceros wait in the shade during processing at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.07.07	Braceros present documents at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.08.04	Women, children, and youth sit and stand in the courtyard of a bracero family home in San Mateo, Mexico.	San Mateo Atenco, Mexico, Mexico
NAD-2004.0138.08.16	Men ride horses down a street in San Mateo, Mexico.	San Mateo Atenco, Mexico, Mexico
NAD-2004.0138.08.28	Braceros wait and talk in Mexico City.	Mexico City, Mexico
NAD-2004.0138.09.31	Braceros wait in line to be processed as an official examines one's musculature at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.09.20	Braceros walk on railroad tracks near the Monterrey Control Station in Mexico.	Near the Monterrey Control Station, Mexico
NAD-2004.0138.09.07	Braceros walk in a long line past a small group of women and children near the Monterrey Control Station in Mexico.	Near the Monterrey Control Station, Mexico
NAD-2004.0138.10.08	Braceros walk to the Monterrey Control Station in a line; a female vendor accompanies them.	Monterrey Control Station, Mexico
NAD-2004.0138.10.40	Braceros sit on railroad tracks near the Monterrey Control Station.	Monterrey Control Station, Mexico
NAD-2004.0138.11.44	Braceros wait for processing in Mexico.	Monterrey, Mexico.
NAD-2004.0138.11.32	A bracero speaks to an official during processing at the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico

NAD-2004.0138.12.33	An empty truck used for transporting braceros at the Hidalgo Control Station in Texas.	Hidalgo, Texas
NAD-2004.0138.12.21	Braceros inside the Hidalgo Control Station in Texas.	Hidalgo, Texas
NAD-2004.0138.17.24	Braceros stand naked in a communal bathroom while a doctor checks their health in....	
NAD-2004.0138.18.03	A bracero picks up a load of cotton in McAllen, Texas.	Near McAllen, Texas
NAD-2004.0138.19.31	Aerial view of fields in Stockton, California.	
NAD-2004.0138.19.19	Braceros wait in line to board bus going to Stockton, California.	
NAD-2004.0138.19.07	Braceros wait to board a bus going to Stockton, California.	
NAD-2004.0138.20.34	Braceros work in a lettuce field in Salinas, California.	
NAD-2004.0138.20.22	Cookie Head Lettuce	
NAD-2004.0138.23.11	Braceros sit outside by their living quarters, 20 miles outside of Stockton, California.	Stockton, California
NAD-2004.0138.23.23	Braceros play dominoes in their living quarters near Stockton, California.	Stockton, California
NAD-2004.0138.23.35	Braceros rest in their living quarters near Salinas, California.	Salinas, California
NAD-2004.0138.24.12	Visas are passed out to braceros in the Labor Office of San Joaquin, California.	San Joaquin, California
NAD-2004.0138.24.23	Inside the Labor Office of San Joaquin, California.	San Joaquin, California
NAD-2004.0138.24.35	A bracero sits in the dormitory in San Joaquin, California.	San Joaquin, California
NAD-2004.0138.25.12	A bracero receives medical treatment from a doctor in Salinas, California.	Salinas, California
NAD-2004.0138.25.24	Living quarters of braceros in Salinas, California	Salinas, California
NAD-2004.0138.26.11	Braceros receiving lunch near Salinas, California.	Salinas, California
NAD-2004.0138.27.25	Braceros unload from a truck at the Gondo Labor camp in Watsonville, California.	Watsonville, California
NAD-2004.0138.27.13	The town of Pajaro, California.	
NAD-2004.0138.28.07	A bracero leans on the doorway to his dormitory near Salinas, California.	Salinas, California

NAD-2004.0138.28.19	Braceros eat lunch at a camo near Salinas, California.	Salinas, California
NAD-2004.0138.28.31	A bracero looks at his paycheck at a camp near Salinas, California.	Salinas, California
NAD-2004.0138.29.42	Braceros at the entrance to a movie theater in Watsonville, California.	Watsonville, California
NAD-2004.0138.29.24	Braceros walk the streets of Salinas, California.	Salinas, California
NAD-2004.0138.29.36	Braceros sit in a park in Watsonville, California.	Watsonville, California
NAD-2004.0138.30.17	Living quarters for braceros.	
NAD-2004.0138.31.38	Braceros in the town of Castroville, California	
NAD-2004.0138.31.18	Braceros work in the fields near Castroville, California. onion	
NAD-2004.0138.31.17	Supervisors watch braceros work in the field near Castroville, California.	
NAD-2004.0138.32.13	Braceros' living quarters at a camp in Chualar, California.	
NAD-2004.0138.35.28	Braceros in the showering facilities of their camp in Chualar, California.	
NAD-2004.0138.02.34	Braceros unpack food in Hidalgo, Texas.	Hidalgo, Texas
NAD-2004.0138.04.27	Vendors sell food and hats to braceros waiting to be processed through the Monterrey Control Station in Mexico.	Monterrey Control Station, Mexico
NAD-2004.0138.27.02	A check from the "JJ Crosetti" company for Antonio Garcia.	Watsonville, California
NAD-2004.0138.12.09	Braceros sit on trucks at the Hidalgo Control Station in Texas.	Reynosa-Hidalgo Bridge

Appendix D: Interview Instruments

Proyecto Historia Bracero: Legado de una Comunidad
National Museum of American History
Smithsonian Institution



Oral History Manual

Parts of this Manual are taken from the University of Texas at El Paso's Bracero Project

Bracero History Project

**National Museum of American History
Smithsonian Institution**

INSTRUCTIONS FOR INTERVIEWERS

Thanks for your participation in the Bracero Oral History Project. Along with your equipment, you have been provided a packet of materials to assist you with your interviews. Included are:

1. Prospective interviewee forms for your use in pre-interview process
2. Interview guides for three categories of participants:
Braceros (Spanish and English)
Farmers/Ranchers who employed bracero workers
Border Patrol agents/INS employees who helped implement the program
3. Interview consent forms (Spanish and English)
4. Deed of gift forms for consent to use images
5. Summary of interview forms
6. Image identification forms
7. Manila envelopes
8. Bound collection of articles and excerpts from books about the Bracero Program

BEFORE THE INTERVIEW

READ

As part of your preparation to conduct interviews for this project, we hope you will read the articles and book excerpts that provide historical information about the bracero program. The more background knowledge you have, the better your interviews will be.

STUDY

By providing interview guides, it is not our intent to dictate the exact questions you ask in every interview. They are included merely to indicate the type of information and topics that we are interested in recording for this project. We realize you will tailor the interview to take into account the unique experiences of each individual and that every interview will be different. So please consider the list of questions as a guide, not a requirement.

RECORD INTRODUCTION

Before each interview, please record the following introduction: "This is an interview with INTERVIEWEE'S NAME on DATE OF INTERVIEW in CITY and STATE. The interviewer is YOUR NAME. This interview is part of the Bracero Oral History Project."



Smithsonian Institution
National Museum of American History
Bracero History Project Survey

First Name _____

Last Name _____

Address _____

Phone Number _____

E-mail _____

Can we contact you for a possible interview?

Language Preference:

Date of Birth:

Place of Birth:

What was your role in the Bracero Program:

What year(s) did you participate?

If you were a Bracero where did you work and what did you do?

City and State	Occupation	Month/Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Nombre _____

Apellido _____

Dirección _____

No. de Teléfono _____

E-mail _____

¿Quisiera que le contactemos para una posible entrevista?

¿En qué idioma prefiere comunicarse?

Fecha de nacimiento:

Lugar de nacimiento:

¿Cómo participó en el Programa Bracero?

¿Cuáles fueron los años en que participó en el Programa Bracero?

¿Cuando usted fue bracero, dónde trabajó y qué hizo?

Ciudad y estado

Tipo de trabajo

Mes y año

**Bracero History Project
National Museum of American History
Smithsonian Institution**

Guide for General Interview

FAMILY BACKGROUND, CHILDHOOD, EDUCATION, EARLY EMPLOYMENT

When and where were you born?

Tell me about your family and your hometown.

What did your parents do for a living?

Did you come from a large family?

Where do your brothers and sisters live now?

Did any of your brothers or other family members work as braceros?

Tell me about your schooling.

Where did you go to school?

How many years did you go to school?

Did you learn to read and write?

Did you have a paying job while you were in school?

GUIDE FOR INTERVIEWING BORDER PATROL AGENTS/INS EMPLOYEES

Background

When and where were you born?

Where did you grow up?

When did you start working in the Border Patrol? Or for the INS?

Tell me about your training to be an agent.

How many years did you work for the Border Patrol? Or for the INS?

Do you speak Spanish? Were you required to learn Spanish for your job?

Experience working with braceros

Describe your role in the bracero program.

What year/s did you work with braceros?

Where was your job assignment? Describe what you did.

At screening stations/recruiting centers in Mexico

Where was the recruiting station/screening center where you worked? Chihuahua, Monterey, Hermosillo?

Was the screening done inside a building? Outside, weather permitting?

Did the center operate year round? When were the busiest times?

How many applicants were there on a given day?

Describe the screening process.

What were the qualifications to become a bracero? How did an applicant prove he met those qualifications?

Did you have to perform any kind of background check on the candidates?

What role did the Mexican government have in the screening process? Were Mexican officials present at the recruiting center?

What happened to the candidates after they passed the screening process? Where were they taken? How did they get there?

Where did you live while working at the recruiting/screening center in Mexico? Hotel?

Describe your typical workday.

What were your normal hours? Weekly schedule?

Besides paperwork, what other tasks did you perform at the recruiting/screening center?

Is there any particular incident that stands out in your mind?

At reception centers in U.S.

Where was the reception center where you worked? Eagle Pass, El Paso, Hidalgo, Nogales, El Centro?

Describe the building/s.

On average, how many days did a bracero stay at the reception center before processing was completed and he received his work permit and a contract?

Describe the process the candidates had to go through at the reception center.

What constituted the medical examination?

Were inoculations administered? Which ones?

Were the braceros required to bathe, shave, get haircuts?

Was any disinfecting performed? Explain.

Were the braceros allowed to keep their personal belongings?

Describe the mess hall. How many meals per day?

Describe the housing at the reception center.

How were the work contracts arranged?

Did potential employers come personally to the reception centers to obtain workers?

When a bracero completed his work contract and returned to Mexico, was he required to pass back through a center, thereby making his departure from the U.S. official?

When a bracero returned to work in subsequent years, was he required to pass through the U.S. reception center each time?

Where did you live while working at the reception center? Hotel? Housing?

Describe your typical workday while at the reception center.

What were your normal hours? Weekly schedule?

Besides paperwork, what other tasks did you perform at the reception center?

Is there any particular incident that stands out in your mind?

Law Enforcement

What effect did the bracero program have on illegal crossings?

How did the bracero program affect employment of illegals?

As part of your job, did you check documentation of workers on farms and ranches? If so, describe your experiences.

Did you encounter mixed crews of braceros and undocumented workers?

Were there incidents when farmers or ranchers attempted to “dry out” some of their “wetbacks”? How did that work?

Did braceros cause problems while working in the U.S.?

If so, what kinds of problems? Labor unrest? Criminal behavior?

Describe any incidents in which you were involved.

Final Reflections

What were the effects of the bracero program on the work of the Border Patrol/INS?

What is your personal opinion of the bracero program?

What were the advantages and disadvantages of the program?

Should the bracero program be revived?

GUIDE FOR INTERVIEWING FARMERS/RANCHERS

Personal background

When and where were you born?
Where did you grow up and go to school?
Have you always been a farmer/rancher?
When did you start farming/ranching?

Farm/ranch history

Where was your farm/ranch located when you employed braceros?
Was it a family owned farm/ranch? How long had it been in your family?
How many acres did you have at the time you hired braceros?
What did you grow/raise in the 1940s? 1950s 1960s?

The hiring/transportation process

How did you first hear about the bracero program?
Explain why you decided to employ braceros.
What did you have to do to hire braceros? What were the regulations? Paperwork?
Which government agency administered the program?
How many years did you employ braceros? Which years?
How many braceros do you think you employed over the years?
What was the usual length of a work contract?
How were braceros assigned?
How were the braceros transported to your farm/ranch?
Did you ever go to a bracero processing center, reception center? If so, describe what was happening there.

Government regulations

What were you required to provide the bracero workers you hired?
What were the minimum requirements as to salary, living quarters, food, medical care?
Did any government officials, INS, or Border Patrol agents check to see if you met the requirements? If so, how was that done?
Did the braceros who worked for you live at your farm/ranch? Always? Usually?
Where did the braceros sleep and eat?
Tell me about the meals. Who prepared the food? Who paid for the meals?
Did you have any responsibility if one of the braceros became ill or had an accident? Explain.
What was the minimum hourly wage?
Did you keep track of what you paid each worker? How did you do that?
Were you required to withhold any taxes from their pay?

Farm/ranch work

Describe the work performed by braceros on your farm/ranch?
Walk me through their typical work day during the growing and harvesting seasons.
What tools did they use? Did you provide tools, gloves, hats, clothes of any kind?
Did braceros perform field work only?
What other work did you have them do? Did they drive tractors, trucks? Were they allowed to operate agricultural machines?

Relationship with braceros

How much contact did you have with the braceros? Explain?
Did you know any of the braceros by name?
Does any one particular bracero stand out in your memory? If so, explain.
Did any one bracero become an especially valued employee?
Did you have a foreman? What was his relationship to braceros?
What did braceros do on their day/s off?
What did they do for fun?
Did you give them any special privileges? Paid vacation days?
What did they do on holidays?

At the end of the contract

When the contract ended, what did the braceros usually do? Did they leave? Go back to Mexico? Go work for somebody else in the area?
What were your obligations at the end of the work contract?
What was the procedure to extend or renew a contract?
Did you have any braceros work for you every year? For many years?

Problems

Did you have any problems with braceros? If so, explain.
What were the major problems?
Were there any incidents of fighting? Criminal behavior?
Did they complain to you about living conditions, wages, food?
What were the major complaints?
Did braceros ever stage a strike or labor protest in your area? If so, describe what happened.

Final Reflections

How did the bracero program affect your employment of undocumented workers?
Did you ever have a mixed crew of braceros and the undocumented?
What is your opinion of bracero work performance?
How did their work compare to the work of American or Mexican-American farmhands?
Did you notice any animosity between braceros and other farm/ranch employees?
What were the advantages and disadvantages of the bracero program?
What factors contributed to the program's demise?
Should the bracero program be revived?

El Proyecto de Historia del Bracero
Museo Nacional de Historia Americana de la Institución Smithsonian

Guía para Entrevistas Braceros

Antecedentes familiares, niñez, años de escuela, primer empleo

¿Dónde y cuándo nació usted?

Hábleme de su familia y del lugar donde nació.

¿A qué se dedicaban sus padres?

¿Proviene usted de una familia grande?

¿Dónde viven sus hermanos y hermanas ahora?

Hábleme de cuando fue a la escuela

¿Fue usted a la escuela? ¿Dónde?

¿Cuántos años fue usted a la escuela?

¿Aprendió usted a leer y escribir en la escuela?

¿Trabajaba al mismo tiempo que estaba en la escuela?

¿Cuántos años tenía cuando empezó a trabajar?

Cuénteme de su primer trabajo.

El Proceso de Contratación

¿Cómo se entero usted del programa bracero?

¿Cómo le llamaron al programa bracero en Mexico?

¿Dónde vivía usted en ese tiempo?

¿Qué tipo de trabajo tenía en aquel entonces?

¿Estaba usted casado?

¿Alguna vez llegó a pensar en trabajar en los EE.UU. antes de aquella época?

¿Porqué decidió ir a los EE.UU.?

¿Cuáles eran sus medios? ¿Sus expectativas?

¿Influyó su familia de alguna forma en su decisión? Explique.

¿Describa el proceso de contratación?

¿Qué requisitos debían cumplir para ser braceros?

¿Qué tenían que hacer para demostrar que reunían esos requisitos?

¿Hubo algún examen físico?

¿Dónde y cuándo se enlistó?

¿Qué le dijeron las autoridades, ya sea Mexicanas o Norteamericanas, que podía esperar de su trabajo?

¿Le informaron ellas algo acerca de su salario, condiciones de vida, alimentos, o transportación?

¿De qué forma viajó usted de lugar de reclutamiento al centro de recepción en los EE.UU.?

Describa el viaje

¿Dónde cruzó la frontera?

¿Qué pasó cuando estuvo en el centro de recepción?

¿Describa físicamente el centro de recepción?

¿Qué tuvo que hacer para obtener su permiso de trabajo? ¿Algún examen médico?

¿Inmunizaciones?

¿Tuvo alguna opción para escoger entre el tipo de trabajo, duración de empleo o salario?

¿Tuvo usted algo que decir acerca de lugar donde lo mandaron a trabajar?
¿Se le permitía tener con usted algunos objetos personales?
¿Qué sucedió después que usted hubo terminado el proceso y recibió su permiso de trabajo?

Experiencias en el Trabajo

¿Cuántos años trabajó usted oficialmente como bracero en los EE.UU.? ¿En qué años?
¿En cuántos lugares diferentes trabajó usted como bracero?
¿Hábleme del lugar dónde usted trabajó por más tiempo?
¿Cómo llegó ahí desde el centro de recepción de braceros?
Describa el viaje
¿Qué cosechaban en la granja o rancho?

Describa el trabajo que usted hacía como bracero.
¿Cuántos braceros trabajaban junto con usted?
Hábleme de los otros braceros que trabajaban ahí. ¿Hizo alguna amistad duradera?
¿Contrataron los patrones algún ilegal, que estuviera trabajando con usted? En caso afirmativo ¿Cuál era la actitud hacia ellos?
¿Tenía usted mucho contacto con su patrón o con su familia?
Cómo lo trataban?
¿Alguna vez fueron autoridades Mexicanas al lugar donde usted trabajaba?
¿En alguna ocasión fue la Migración a revisar la documentación de los trabajadores? En caso afirmativo, ¿qué paso?

¿Cómo se comunicaba con su familia en México? ¿Por carta? ¿Por teléfono? ¿Los visitaba?
¿Qué tan a menudo veía usted su familia durante los años que trabajó como bracero?

Rutina Diaria y Condiciones de Vida

¿Cuántos días trabajaba a la semana?
¿Cuántas horas por día?
Describa un día normal de trabajo.
Hábleme de sus alimentos. ¿Qué comían? ¿Dónde comían?
¿Tenía que pagar por la comida? ¿Cómo pagaba por las comidas?
¿Cuál fue su opinión de la comida? ¿Le daban suficiente de comer?

Describa dónde vivía y como estaba amueblado: camas, sillas, estufa.
¿Había baños con drenaje?
¿Cómo hacía para lavar su ropa?
¿Le proporcionaba su patrón artículos de uso personal, tales como: cepillo de dientes, jabón, toalla, rastrillo, cobijas?

Salario

¿Cuánto le pagaban? ¿Le pagaban en efectivo o con cheque?
¿Cada cuánto le pagaban?
¿Qué hacía usted con el dinero?
¿Cómo enviaba dinero a su familia en México?
¿Se las arregló para ahorrar algún dinero?
¿Todos los braceros ganaban igual?
¿Alguna vez hubo algún problema para recibir el pago?
¿Siempre recibió el pago correcto por las horas trabajadas?
¿Alguna vez le descontaron dinero de su salario? En caso afirmativo, ¿Sabe usted por qué?

Problemas en el Trabajo

- ¿Alguna vez tuvo algún problema en el trabajo? Qué tipo de problema?
- ¿Qué sucedía en caso de un accidente o de una enfermedad?
- ¿Cuáles eran las quejas más comunes: comida, hospedaje, patrones o salario?
- ¿Qué podía hacer si no le gustaba el trabajo?
- ¿Encontró algún tipo de discriminación, en caso afirmativo, describa que paso?
- ¿Alguna vez usted o alguno de sus compañeros de trabajo organizaron una protesta laboral? En caso afirmativo, qué sucedió? ¿Cuáles fueron las consecuencias?

Pasatiempos

- ¿Qué hacía en su día o días de descanso?
- ¿Era libre de ir y venire de un lugar a otro como deseará?
- ¿Qué hacían usted y sus compañeros braceros para divertirse? ¿Practicaban deportes?
- ¿Veían películas?
- ¿Tenían radios? ¿Había alguna estación de radio en Español?
- ¿Dónde se encontraba el pueblo más cercano?
- ¿Cómo llegaban al pueblo? ¿Qué hacían ahí?
- ¿Había alguna iglesia católica cerca? ¿Iba usted a misa?
- ¿Alguna vez fue de vacaciones a México a visitar a su familia?
- ¿Cómo celebraba Semana Santa y Navidad?
- ¿Celebraban días festivos mexicanos, como el 16 de Septiembre en los campos braceros?

La Vida Después de Trabajar como Bracero

- ¿Regresó usted a México cuando termino su contrato de trabajar?
- ¿Le facilitó su patrón transporte para regresar a México?
- Después de terminar su contrato de trabajo ¿Qué tan difícil era conseguir un Nuevo contrato?
- ¿Qué había que hacer para obtener autorización para regresar a trabajar en los EE.UU.?
- ¿Alguna vez, renuncio a su trabajo de bracero? ¿Adónde fue?
- Si usted no regresó a México ¿Qué hizo quedarse en los EE.UU.?
- ¿Se hizo ciudadano de los EE.UU.? ¿Cuándo?
- Hábleme de su vida después de haber trabajado como bracero.

Reflexiones Finales

- ¿Qué significa el término bracero para usted?
- ¿Cómo se siente usted de que lo llamen bracero?
- El término general, Sus recuerdos de haer trabajado como bracero son postivos o negativos?
- ¿Cambio su vida de alguna manera el haber sido bracero?

Guía para Entrevistar Esposas

Antecedentes familiares, niñez, años de escuela

- ¿Dónde y cuándo nació usted?
- ¿Hábleme de su familia y del lugar donde nació?
- ¿A qué se dedicaban sus padres?
- ¿Proviene usted de una familia grande?
- ¿Dónde viven sus hermanos y hermanas ahora?

- Hábleme de cuando fue a la escuela
- ¿Fue usted a la escuela? Dónde?
- ¿Cuántos años fue usted a la escuela?
- ¿Aprendió usted a leer y escribir en la escuela?
- ¿Trabajaba al mismo tiempo que estaba en la escuela?

Matrimonio y Hijos

- ¿Cuándo se caso?
- ¿Con quien se caso?
- ¿De dónde era?
- ¿Cuántos años tenía usted?
- ¿Cuántos años tenía el?
- ¿Dónde vivían?
- ¿Tiene hijos?
- ¿Cuándo y donde tuvo cada hijo?
- ¿Cuántas hijas y cuantos hijos?
- ¿Cómo se llaman?
- ¿A qué se dedican?
- ¿Dónde viven?

Programa Bracero

- ¿Cómo se enteró usted del programa bracero?
- ¿Cuántos años tenía?
- ¿Cuándo y cómo fue la primera vez que conoció un bracero?
- ¿Era pariente de usted?
- ¿Cuándo fue la primera vez que su esposo decidió irse de bracero?
- ¿Durante ese tiempo pensó usted que era una buena o mala idea entrar al programa?
- ¿Dónde se registró su esposo?
- ¿Dónde trabajó su esposo?
- ¿Tuvieron mucho contacto cuando él estaba en México? ¿Cartas, teléfono, visitas?
- ¿Con qué tipo de frecuencia?
- ¿Le mandaba dinero?
- ¿Cómo cuánto dinero le mandaba?
- ¿Cómo llegaba el dinero a usted?
- ¿Cuándo su esposo se iba de bracero vivía usted y su familia en la misma casa? ¿Si no, adónde se mudó?
- ¿Se fue su familia entera con usted?
- ¿Trabajaba usted cuando él se iba de bracero?
- ¿Durante este tiempo, cambiaron muchas cosas en su hogar?
- ¿Hablaba con las familias de otros braceros? ¿Sobre qué platicaban?

Reflexiones Finales

¿Regreso a Mexico su esposo despues de acabar su contrato?

¿Qué paso cuando regreso?

¿Cómo afecto su vida el programa bracero?

Guía para Entrevistar Madres de Braceros

Antecedentes familiares, niñez, años de escuela

¿Dónde y cuándo nació usted?
¿Hábleme de su familia y del lugar donde nació?
¿A qué se dedicaban sus padres?
¿Proviene usted de una familia grande?
¿Dónde viven sus hermanos y hermanas ahora?
¿Algunos de ellos trabajaron como braceros?

Hábleme de cuando fue a la escuela
¿Fue usted a la escuela? ¿Dónde?
¿Cuántos años fue usted a la escuela?
¿Aprendió usted a leer y escribir en la escuela?
¿Trabajaba al mismo tiempo que estaba en la escuela?

Matrimonio y Hijos

¿Cuándo se caso?
¿Con quien se caso?
¿De dónde era el?
¿Cuántos años tenía usted?
¿Cuántos años tenía el?
¿Dónde vivían?

¿Tiene hijos?
¿Cuándo y donde tuvo cada hijo?
¿Cuántas hijas y cuantos hijos?
¿Cómo se llaman?
¿A qué se dedican?
¿Dónde viven?

Programa Bracero

¿Cómo se enteró usted del programa bracero?
¿Cuántos años tenía?
¿Cuándo y cómo fue la primera vez que conoció un bracero?
¿Era pariente de usted?

¿Cuántos de sus hijos eran braceros?
¿Su esposo era bracero?
¿Explíqueme por qué cada uno decidió ser bracero?
¿En qué año?
¿Durante ese tiempo pensaba usted que era una buena o mala idea entrar al programa?
¿Dónde se registraron?
¿Dónde trabajaron sus hijos y qué hacían?
¿Cuándo sus hijos se iban de bracero vivía usted y su familia en la misma casa? Si no, ¿Adónde se mudó?
¿Se fue su familia entera con usted?
¿Trabajaba usted cuando ellos se iban de bracero?
¿Cambiaron muchas cosas en su hogar durante ese tiempo?
¿Hablaba con familias de otros braceros? Sobre qué platicaban?

¿Tuvieron mucho contacto cuando él estaba en México? ¿Su contacto era por cartas, teléfono, y/o visitas?

¿Con qué tipo de frecuencia?

¿Sobre qué platicaban?

¿Durante este tiempo estaban casados sus hijos?

¿Con quién se casaron?

¿Tuvieron hijos?

¿Cuántos tuvieron?

¿Le mandaba dinero?

¿Cómo cuánto dinero le mandaba?

¿Cómo llegaba el dinero a usted?

¿Cuánto tiempo estuvieron trabajando como braceros?

¿Cuándo pararon de trabajar como braceros y por qué?

¿Dónde viven hoy y a qué se dedican?

Reflexiones Finales

¿Regresaron a México sus hijos cuando acabaron con el contrato?

¿Qué pasó cuando regresaron?

¿Cómo afectó su vida el programa bracero?

ORAL HISTORY AND DOCUMENTATION RELEASE FORM
FOR THE BRACERO HISTORY PROJECT
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SMITHSONIAN INSTITUTION, WASHINGTON DC, USA
AND
THE BRACERO HISTORY PROJECT CONSORTIUM MEMBERS

Name of Interviewee: _____

Date of Interview: _____

I, _____, agree to be interviewed by
_____, for the National Museum of American
History, Smithsonian Institution and the Bracero History Project Consortium members for the Bracero
History Project.

I also agree to the recording of my interview on audio/video tape and to the making of transcripts and/or
tape summaries there from. I hereby give permission to the Smithsonian Institution and the Bracero
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interview available for use by historians, scholars, and others authorized by the Smithsonian Institution
and the Bracero History Project consortium members under general archival procedures.

I also give permission to the Smithsonian Institution and the Bracero History Project consortium members
to use this oral history recording, transcript, and any related documentary materials,
specifically 3 digitized prints, one digitized letter, one digitized photo of 4 braceros for
all other general museum purposes including, but not limited to, use in connections with exhibitions,
publications, educational materials, websites, and public relations.

I hereby donate, transfer, and convey to the Smithsonian Institution and the Bracero History Project
consortium members subject to the conditions, if any, written below, all of my rights and title to and
interest in the recording and transcript of my interview and copyright images, including but not limited to,
all copyright interests that I may have in the interview and copyright images.

This conveyance is subject to the conditions written below, if any:

Signed

Dated

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Los Miembros del Consorcio del Proyecto de Historia Bracera

Nombre de Entrevistante _____

Fecha de Entrevista _____

Yo, _____, otorgo permiso de ser entrevistado por _____, para el Museo Nacional de Historia Americana, Instituto Smithsonian, y los Miembros del Consorcio del Proyecto Historia Bracero para el Proyecto Historia Bracero.

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Fecha

Bracero History Project

Name of interviewee_____

Date of interview_____

Location/city of interview_____

Name of interviewer_____

Length of interview_____ No. of discs/tapes_____

Spanish_____ English_____ Images Scanned? Yes____ No____

Biographical synopsis of interview:

Summary of interview:

Appendix E: Chronology of Past Bracero Heritage Meetings

- Mexican Heritage Plaza, San Jose, CA, 7/26-27/2005
- National Steinbeck Center Museum, Salinas, CA, 7/27-28/2005
- Mexican Fine Arts Center Museum, Chicago, IL, 8/30/2005-9/1/2005
- University of Texas at El Paso, El Paso, TX, 11/10-12/2005
- La Plaza de Cultura y Artes Foundation, Los Angeles, CA, 5/11-13/2005
- Alianza Braceroproa, Coachella Valley (Coachella, Blythe, Heber) and San Bernadino, CA, 5/18-27/2006

Appendix F: Bracero Heritage Meetings – Sample Work Plans and Travel Schedules

BRACERO ORAL HISTORY PROJECT
Bracero Heritage Meeting/ Collection Work Plan
Arizona

* Lead team member will be sent one month prior to visit the facilities and meet with local organizations and partners. Team member will determine if the recommended sites will be able to accommodate the town hall meeting and collection day sessions. If the facilities do not meet site requirements than alternate site must be found

Day One

Smithsonian/UTEP/Brown teams arrive in Phoenix, Arizona

Day Two

8:00 am - 12:00 am: Pre-arranged Interviews

6:00 pm – 7:00 pm: Bracero Heritage Meeting/Presentation in Phoenix, Arizona with local partner, Arizona State University

7:00 pm – 8:30 pm: Conduct On-Site Interviews

Day Three

8:00 am - 1:00 pm: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Four

8:00 am - 1:00 pm: Collection Day

6pm - 7pm: Bracero Heritage Meeting/Presentation in Yuma, Arizona with local partner, Escuela De La Raza Unida

7:00 pm – 8:30 pm: Conduct On-Site Interviews

Day Five

8:00 am - 1:00 pm: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Six

8:00 am - 1:00 pm: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Seven

Drive to Phoenix, Arizona

BRACERO ORAL HISTORY PROJECT
Bracero Heritage Meeting/ Collection Work Plan
Oregon/Washington

* Lead team member will be sent one month prior to visit the facilities and meet with local organizations and partners. Team member will determine if the recommended sites will be able to accommodate the town hall meeting and collection day sessions. If the facilities do not meet site requirements than alternate site must be found

Day One

Smithsonian/UTEP/Brown teams arrive in Portland, Oregon

6:00 pm – 7:00 pm: Bracero Heritage Meeting/Presentation with local partner, University of Oregon's Labor Education and Research Center

7:00 pm – 8:30 pm: Conduct On-Site Interviews

Day Two

8:00 am - 12:00 am: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Three

8:00 am - 1:00 pm: Collection Day

6:00 pm – 7:00 pm: Bracero Heritage Meeting/Presentation in Salem, OR with local partner Pineros Y Campesinos Unidos Noroeste

7:00 pm – 8:30 pm: Conduct On-Site Interviews

Day Four

8:00 am - 1:00 pm: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Five

6:00 pm – 7:00 pm: Bracero Heritage Meeting/Presentation in Yakima Valley, WA with local partners Washington State University and other local colleges

7:00 pm – 8:30 pm: Conduct On-Site Interviews

Day Six

8:00 am - 1:00 pm: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Seven

8:00 am - 1:00 pm: Collection Day

4:00 pm – 8:00 pm: Collection Day

Day Eight

Drive to Portland, Oregon for departure

Appendix G: Screenshots

Bracero

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Featured Object:

Interview View of Mexican Village Home

The photograph shows the interior of a bracero's family home in the village of San Mateo, Mexico. The photographer, Leonard Nadel, described the photograph with the following caption: "Home of a bracero's family in the village of San Mateo, Mexico. Highly religious people, the Mexican household is filled with religious figures and ornaments and symbols. Note the modern radio in the foreground of the picture." [More....](#)

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The Bracero History Archive is a nationwide effort to preserve and disseminate stories about the Bracero Program, which brought millions of Mexican guest workers to the United States between 1942 and 1964. [Read More....](#)

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Lorem Ipsum



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Tags

Lorem, ipsum, dolor, sit, amet, consectetur, adipiscing, elit.

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Interior View of Mexican Village Home

The photograph shows the interior of a bracero's family home in the village of San Mateo, Mexico. The photographer, Leonard Nadel, described the photograph with the following caption: "Home of a bracero's family in the village of San Mateo, Mexico. Highly religious people, the Mexican household is filled with religious figures and ornaments and symbols. Note the modern radio in the foreground of the picture."

Citation Information

Leonard Nadel, "Interior view of Mexican village home." *Bracero History Archive*, Object #2 (July 19, 2006)

Object Metadata

Resolution:	72 pixels / inch
Bit Depth:	24bit
Still Image Width:	6.944 inches
Still Image Height:	4.945 inches

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Note Title

Aliquam lectus orci, adipiscing et, sodales ac, feugiat non, lacus. Ut dictum velit nec est. Quisque posuere, purus sit amet malesuada blandit, sapien sapien auctor arcu, sed pulvinar felis mi sollicitudin tortor. Maecenas volutpat. nisi

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Cras dictum. Maecenas ut turpis. In vitae erat ac orci dignissim eleifend. Nunc quis justo. Sed vel ipsum in purus tincidunt pharetra. Sed pulvinar, felis id consectetur.

Exhibit Title

Exhibit Description

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Exhibit Title

Aliquam aliquet, est a ullamcorper condimentum, tellus nulla fringilla elit, a iaculis nulla turpis sed wisi.

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Exhibit Title

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Collection Title

Aliquam aliquet, est a ullamcorper condimentum, tellus nulla fringilla elit, a iaculis nulla turpis sed wisi.

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Exhibit Title and Description

“Lorem Ipsum Dolor Sit Amet”

Aliquam aliquet, est a ullamcorper condimentum, tellus nulla fringilla elit, a iaculis nulla turpis sed wisi. Fusce volutpat. Etiam sodales ante id nunc. Proin ornare dignissim lacus. Nunc porttitor nunc a sem. Sed sollicitudin velit eu magna.

Create and Organize Sections

Add a Section

Section Title

Add

Your Current Sections

Click on a section to begin adding objects

Section One

Section Two

Section Three

Find an Object

Lorem Ipsum

Lorem Ipsum

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Annotate and add an Object

Object Title

Annotation

Add Object to Your Section

Objects in Section One



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An armed official directs braceros...

An armed official directs braceros while others wait in line at the Monterrey Control Station.

Tags: [lorem](#), [ipsum](#), [dolor sit](#), [amet](#)



Braceros receive their identification...

Braceros receive their identification photographs in Hidalgo, Texas.

Tags: [lorem](#), [ipsum](#), [dolor sit](#), [amet](#)



An agent for employers examines...

An agent for employers examines the muscles of a bracero in Hidalgo, Texas.

Tags: [lorem](#), [ipsum](#), [dolor sit](#), [amet](#)



Interior View of Mexican Village Home

The photograph shows the interior of a bracero's family home in the village of San Mateo, Mexico.

Tags: [lorem](#), [ipsum](#), [dolor sit](#), [amet](#)

[First](#) | < [Prev](#) | [1](#) | [2](#) | [3](#) | [Next](#) > | [Last](#)

Appendix H: Organizational Profiles of Principal Partners

The Center for History and New Media: Since 1994, CHNM (<http://chnm.gmu.edu/>) has used digital media and computer technology to democratize history—to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past. CHNM combines cutting edge digital media with the latest and best historical scholarship to promote an inclusive understanding of the past as well as broad historical literacy. CHNM’s work has been recognized with major awards and grants from the American Historical Association, the National Humanities Center, the National Endowment for the Humanities (NEH), the Virginia Foundation for the Humanities, the Department of Education, the Library of Congress, the Institute of Museum and Library Services (IMLS), the National Historic Records and Publication Commission, Atlantic Philanthropies, and the Sloan, Hewlett, Rockefeller, Gould, Delmas, and Kellogg foundations.

CHNM maintains more than two dozen online history projects directed at diverse audiences, making them available at no cost through its website. In 2005, CHNM’s websites had 300 million hits and 10 million visitors—making it one of the busiest non-commercial history education sites on the entire World Wide Web. CHNM’s staff of more than twenty-five people (including nine with doctoral degrees and five ABDs) includes those skilled in all aspects of digital history—design, database development, programming, preservation, and archiving. CHNM has an annual budget of more than \$1.5 million and a \$2 million endowment (achieved with the assistance of a \$500,000 Challenge Grant from NEH), which guarantees the long-term stability of CHNM. CHNM has twice won the American Historical Association’s James Harvey Robinson Prize for “outstanding contribution to the teaching and learning of history”

CHNM has been a leader both in using digital media to improve the public understanding of history and in developing innovative, easy-to-use digital tools for accessing historical content. In terms of public understanding, CHNM maintains several very popular and award-winning web-database projects, including educational projects such as History Matters, Liberty, Equality, Fraternity: Exploring the French Revolution, and World History Matters and public history projects such as the September 11 Digital Archive, the Hurricane Digital Memory Bank, and Gulag: Many Days, Many Lives. CHNM is also the lead partner in four major Teaching Traditional American History grants from the Department of Education and a partner in two others. In collaboration with the Stanford University Graduate School of Education (and with funding from the Hewlett Foundation), it has recently launched a major new initiative called Historical Thinking Matters.

Through the Echo: Exploring and Collection History Online—Science, Technology, and Industry project funded by the Sloan Foundation as well grants from NEH and the IMLS, CHNM has also established itself in the past few years as a developer of scholarly information tools. CHNM’s freely available tools (<http://chnm.gmu.edu/tools/>)—including Web Scrapbook (an online scrapbook); Scribe (a scholarly note-taking and bibliography tool); Survey Builder; Poll Builder; Syllabus Finder; and H-Bot (an automated historical fact finder)—have attracted hundreds of thousands of users. CHNM is also currently developing digital tools for teachers and students under a grant from NEH’s Edsitement program. Some of the approaches developed in these tools (especially Web Scrapbook and Scribe) feed into our work on Firefox Scholar. In addition, our existing base of users will provide a core group for the first round of disseminating Firefox Scholar.

CHNM also has extensive experience working with museums and libraries on digital projects. For example, CHNM worked closely with the Smithsonian Institution’s National Museum of American History to provide an interactive “tell your story” component for NMAH’s recent award-winning “September 11: Bearing Witness to History” exhibit. Under a current grant from IMLS, we are building a series of virtual field trips to NMAH as well as modules on how to analyze historical artifacts. We have also worked closely with the Library of Congress, which is accessioning the September 11 Digital Archive, its first major digital acquisition. In partnership with the University of Maryland and the Internet

Archive, we have received a grant from the Library's National Digital Information Infrastructure and Preservation Program (NDIIPP) to preserve the digital history of dot-com boom. We have also built collection management systems for the National Museum of American Jewish History and the Jewish Women's Archive.

The University of Texas at El Paso (UTEP) is the second oldest academic institution in the University of Texas System. Located in far West Texas on the U.S.-Mexico border, UTEP is an urban university with an enrollment of nearly 20,000 students. El Paso, together with its sister city of Juárez, Mexico, comprises the world's largest binational metropolitan area, with a total population of nearly three million people.

UTEP was founded in 1914 as the Texas School of Mines and Metallurgy. In 1949, the school's name was changed to Texas Western College. In 1967 – one year after the University won a historic NCAA basketball championship with the nation's first all-Black starting team (as showcased in the 2006 Disney movie "Glory Road") – Texas Western College became the University of Texas at El Paso.

UTEP's ethnic composition mirrors the El Paso region: 72% of its students are Hispanic Americans and another 10% are Mexican nationals who commute to the campus from Ciudad Juárez. UTEP is the nation's only research university with a Mexican-American majority student population and is ranked among the top three institutions in the U.S. in educating Hispanics. UTEP ranks in the top 10 in awarding bachelor's degrees to Hispanics in engineering, health sciences, biology and biomedical sciences, communications, social services, multi/interdisciplinary studies and foreign languages.

The Institute of Oral History at the University of Texas at El Paso was established in 1972 for the purpose of "preserving the history of the region adjacent to the Rio Grande both in the United States and in Mexico." Since that time, the Institute has built one of the largest border-related oral history collections in the United States. While focusing on the borderlands region, the collection also contains interviews dealing with the history of the communities all along the U.S.- Mexico border. Current holdings include nearly 1,500 interviews, representing over 2,200 hours of tape recorded interviews and more than 25,000 pages of transcripts.

Adding to an archive already rich in immigration research materials, UTEP's Institute of Oral History launched a major project that documents the history of the U.S./Mexico Bracero program, a guest-worker program established in 1942 by bilateral agreements between the U.S. and Mexico. The Bracero Oral History Project was funded by a grant from the Ford Foundation and has resulted in an extensive collection of over 400 oral history interviews and hundreds of related photographs and documentary material offering fascinating details of the lives of braceros as well as intriguing insight into a number of immigration issues.

Through the Bracero Project, the Institute of Oral History is creating an extensive, extremely significant collection of primary source material for future research not only about the Bracero program but also on immigration issues, labor history, the U.S. – Mexico relationship, and countless other topics.

Center for the Study of Race and Ethnicity in America (CSREA): Established in 1988, CSREA at Brown University supports and promotes the study of race and ethnicity as an indispensable tool in historical understanding and research. CSREA's mission is dedicated to developing and growing Brown's resources for research and teaching on racial and ethnic minorities. The Center facilitates teaching and research on African Americans, Asian Americans, Latinos and Native Americans. CSREA emphasizes the interdisciplinary and comparative study of these groups and is committed to analytical studies of race,

ethnicity, gender, and class. It is a priority of the Center to facilitate research and promote discussion of issues pertaining to race and ethnicity through conferences, lectures, and workshops.

The Center was established through the initiative of faculty members from a number of departments who share similar interests or have been involved in the teaching and research on the issues of race and ethnicity in America.

With the recommendation of the Visiting Committee on Minority Life and Education at Brown University and the approval of the Academic Council of the University the Center was created with the following charge:

- To facilitate research on race and ethnicity as social constructions in American society, including comparative studies of analytically similar problems in societies in other parts of the world;
- To coordinate and develop Brown's resources for research and teaching on racial and ethnic minorities in America;
- To generate intellectual and financial resources for the Center, including support for new faculty positions and for research and curricular development;
- To promote university-wide discussion of issues relating to race and ethnicity.

The National Museum of American History* (NMAH) dedicates its collections and scholarship to inspiring a broader understanding of our nation and its many peoples. We create learning opportunities, stimulate imaginations, and present challenging ideas about our country's past. The Museum collects and preserves more than 3 million artifacts. We take care of everything from the original Star-Spangled Banner and Abraham Lincoln's top hat to Dizzy Gillespie's angled trumpet and Dorothy's ruby slippers from The Wizard of Oz. Our collections form a vast and fascinating mosaic of American life. Our Web site, <<http://americanhistory.si.edu/index.cfm>>, offers online exhibitions, behind-the-scenes glimpses into our collections, and an overview of Museum programs and activities. Our exhibitions explore major themes in American history and culture, from the War of Independence to the present day. The Museum's latest permanent exhibition, The Price of Freedom: Americans at War, surveys the history of U.S. military conflicts and examines ways in which wars have been defining episodes in American history. America on the Move immerses visitors in the sights, sounds, and sensations of transportation in the United States from 1870 to the present. Other popular exhibitions that have drawn literally tens of millions of visitors to the Museum over many years include The American Presidency: A Glorious Burden, Within These Walls . . . , First Ladies: Political Role and Public Image, and Field to Factory: Afro-American Migration 1915-1940. An array of temporary and traveling exhibitions offer visitors something new on almost every visit.

The Museum hosts a full roster of public programs, from demonstrations, lectures, and tours to storytelling and festivals. Music programs offer performances by chamber music ensembles, a jazz orchestra, gospel choirs, folk and blues artists, Native American singers, dancers, and more. In the Hands On Science Center, visitors can use lasers to see the light, unravel the mysteries of DNA, and tease their minds with intelligence tests, among other activities. The Museum's Archives Center houses a remarkable array of American history in documents, photographs, and other works. These include the Warshaw Collection of Business Americana, advertising histories of major U.S. corporations, and the Duke Ellington Collection-sheet music, correspondence, and photographs related to the life and career of the great composer and jazz musician.

* NMAH will receive no funds from NEH; to the contrary, it will make a major contribution to the project both in direct cost share from non-federal Smithsonian Trust funds and in staff time from federal employees that will not be counted in the official cost sharing.

More than ever before, the National Museum of American History today works to ensure that our collections, exhibitions, research, publications, and educational programs all support the Museum's basic mission-to inspire a broader understanding of our nation and its many peoples-and to make our exhibitions and programs as accessible as possible to all visitors.

Appendix I: CVs of Key Personnel and Advisory Board

Curriculum Vitae

ROY ROSENZWEIG

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EDUCATION

B.A., magna cum laude, Columbia College, N.Y., 1971.
Research student in history on Kellet Fellowship, St. John's College of Cambridge Univ. (England), 1971-73.
Ph.D., History, Harvard Univ., 1978.

ACADEMIC EMPLOYMENT

Mark and Barbara Fried Professor of History & New Media; College of Arts and Sciences
Distinguished Professor of History; Director of Center for History and New Media, George Mason Univ., 1981 to present (Asst. Prof., 1981-85; Assoc. Prof., 1985-92; Prof. 1992-98).
Mellon Post-Doctoral Fellow, Center for the Humanities, Wesleyan Univ., 1980 to 1981.
Assistant Professor of History and Humanities, Worcester Polytechnic Institute, 1978 to 1980.

GRANTS AND AWARDS

James Harvey Robinson Prize of American Historical Association for "outstanding contribution to the teaching and learning of history" for *History Matters*, Jan. 2005.

Virginia Foundation for the Humanities Award for Excellence in the Humanities, Dec. 2004.

Forrest G. Pogue Award for Excellence in Oral History, March 2004.

Richard W. Lyman Award (presented by the National Humanities Center and the Rockefeller Foundation) for "outstanding achievement in the use of information technology to advance scholarship and teaching in the humanities," 2003.

Vice-President, Research Division, American Historical Association, 2003-5.

State of Virginia Outstanding Faculty Award, 1999.

Historic Preservation Book Prize for Best Book of 1998 from Center for Historic Preservation, Mary Washington College and Award of Merit from American Association for State and Local History for *The Presence of the Past*.

James Harvey Robinson Prize of American Historical Association for "outstanding contribution to the teaching and learning of history" and finalist, Interactive Media Festival Award for *Who Built America?* CD-ROM.

Urban History Association Prize for Best Book in North American Urban History; Abel Wolman Prize for Best Book in Public Works History; Abbott Cumming Lowell Prize for Best Book of 1992 from Vernacular Architecture Forum; Historic Preservation Book Prize for Best Book of 1992 from Center for Historic Preservation; New York Historical Association Award for Best Manuscript on New York History, 1991 (for *The Park and the People*.)

Fulbright Commission, Senior Scholar, Australia, June-July, 1990.

John Simon Guggenheim Memorial Foundation Fellowship, 1989-90.

Albert J. Beveridge Research Grant from the AHA, 1987.

National Endowment for the Humanities (NEH), Research Grant for "Central Park: A Social History," 1986 to 1988.

Distinguished Faculty Award, GMU, 1986.

American Association for State and Local History Research Grant, 1985.

NEH Fellowship for College Teachers, 1984 to 1985.

Research Grant from NEH for Oral History of Government-Sponsored Arts Projects, 1983 to 1985.

Mellon Post-Doctoral Fellowship, Center for the Humanities, Wesleyan Univ., 1980 to 1981.

PUBLICATIONS

Books, CD-ROMs, Websites, Films

Digital History: A Guide to Presenting, Preserving, or Gathering the Past on the Web (U. of Penn. Press, 2006), co-author with D. Cohen.

History Matters: A Student Guide to U.S. History Online (Bedford, 2004), co-author and editor with A. Gevinson and K. Schrum.

A Companion to Post-1945 America (Oxford: Blackwell, 2002), co-editor with J-C Agnew.

The Presence of the Past: Popular Uses of History in American Life (New York: Columbia Univ. Press, 1998), co-author with D. Thelen.

Co-producer of numerous websites at *Center for History & New Media*
<<http://chnm.gmu.edu>>.

Who Built America? Working People & the Nation's Economy, Politics, Culture & Society (New York: Worth Publishers, 2000), co-author of Volume II and supervising editor vol. I & II.

Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946, a multi-media CD-ROM (New York: Worth Publishers, 2000), lead author and co-producer.

Who Built America? From the Centennial of 1876 to the Great War of 1914, a multi-media CD-ROM (New York: Voyager, 1993), co-author with S. Brier and J. Brown (vis. ed.)

The Park and the People: A History of Central Park (Ithaca: Cornell Univ. Press, 1992), co-author with E. Blackmar.

History Museums in the United States: A Critical Assessment (Urbana: Univ. of Illinois Press, 1989), co-edited with W. Leon.

Presenting the Past: Essays on History and the Public (Philadelphia: Temple Univ. Press, 1986), co-edited with S.P. Benson and S. Brier.

Eight Hours for What We Will: Workers and Leisure in an Industrial City, 1870-1920 (Cambridge and New York: Cambridge Univ. Press, 1983).

Government and the Arts in Thirties America: A Guide to Oral Histories and Other Research Materials (Fairfax: George Mason Univ. Press, 1986), chief editor.

Mission Hill and the Miracle of Boston (Boston: Cine Research Associates, 1979), co-producer of this documentary film with R. Broadman, J. Grady, and J. Pennington.

Experiments in History Teaching (Cambridge, Massachusetts: Harvard-Danforth Center, 1977), co-edited with S. Botein, W. Leon, M. Novak, and G.B. Warden.

Selected Recent Articles

"Can History Be Open Source? Wikipedia and the Future of the Past," *Journal of American History* (June 2006).

"Web of lies? Historical knowledge on the Internet," *First Monday*, 10 (December 2005), co-author with D. Cohen.

"Scarcity or Abundance: Preserving the Past in a Digital Era," *American Historical Review* (June 2003).

"The Road to Xanadu: Public And Private Pathways on The History Web," *Journal of American History* (September 2001).

"Rewiring the History and Social Studies Classroom: Needs, Frameworks, Dangers, and Proposals," (co-author with R. Bass), *Journal of Education* (1999).

"Crashing the System: Hypertext and American Studies Scholarship," *American Quarterly* (June 1999), author of introduction and guest editor of special section <http://chnm.gmu.edu/aq>.

"Live Free or Die? Death, Life, Survival, and Sobriety on the Information Superhighway," *American Quarterly* 51(March 1999): 160-74.

Wizards, Bureaucrats, Warriors, and Hackers: Writing the History of the Internet," *American Historical Review* 103 (December 1998): 1530-52.

"Brave New World or Blind Alley? American History on the World Wide Web," *Journal of American History* (June 1997), 132-155, co-author with M. O'Malley.

TOM SCHEINFELDT

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EDUCATION

University of Oxford

D.Phil. in Modern History. Doctoral thesis explored inter-war interest in science and its history in diverse cultural contexts, including museums, universities, World's Fairs and the mass media. Teaching responsibilities included lectures, tutorials and discussion seminars. 1999-2003.

University of Oxford

M.Sc. in History of Science: Instruments, Museums, Science, and Technology. Course work included lectures, seminars, Oxford tutorials and the design and production of an online history exhibition. Dissertation examined the implications of constructivism for museum education and received marks of distinction. 1998-1999.

Harvard University

A.B. cum laude in History and Science. Senior honors thesis explored the history of geology. Related courses in philosophy and religion. Term-time and summer work included positions as a teaching assistant for an introductory geology course, a library staff member and a long-distance bicycle tour guide. Dean's List. Harvard College Scholarship. 1992-1996.

EMPLOYMENT

George Mason University

Assistant Director of the Center for History & New Media and Research Assistant Professor in the Department of History & Art History. Administered all aspects of internationally-recognized research center. Set strategic vision and managed day-to-day operations, including production and maintenance of more than a dozen popular online history projects. Provided oversight for diverse research, education, and technology development activities. Coordinated fundraising and media relations. Initiated and maintained partnerships with local and national organizations. Managed annual operating budget of more than \$1,000,000. Supervised graduate students and staff of twenty. 2002-present.

Colorado Historical Society

Assistant Coordinator, Colorado State Roadside Interpretation Program. Helped administer State of Colorado roadside historical markers project. Supervised interns and part-time staff. Wrote grant proposals and secured federal funding. Consulted with community organizations, historical societies, scholars and government officials. Researched and produced more than thirty full-color, photo-illustrated roadside exhibits throughout Colorado. 1997-1998.

University of Northern Colorado

Research Coordinator for the Hewitt Institute's Doing History, Keeping the Past project. Managed initial research activities for project aimed at providing teachers and students with

greater access to history museum resources through information technologies. Collaborated with teachers and museum professionals nationwide to evaluate museum outreach programs and to produce needs assessment. Drafted grant proposal and secured funding. 1996-1997.

SELECTED EXHIBITIONS AND COLLABORATIVE PROJECTS

Mozilla Digital Memory Bank, Center for History and New Media, George Mason University; The Mozilla Foundation.

Hurricane Digital Memory Bank, Center for History and New Media, George Mason University; University of New Orleans.

Gulag: Many Days, Many Lives, Center for History and New Media, George Mason University.

Critical Infrastructure Oral History and Digital Archive Project, Center for History and New Media, George Mason University.

Echo: Exploring and Collecting History Online - Science, Technology, and Industry, Center for History and New Media, George Mason University.

September 11 Digital Archive, Center for History and New Media, George Mason University; American Social History Project, CUNY Graduate Center.

Cosmographia: A Close Encounter, Museum of the History of Science, Oxford.

SELECTED PUBLIC PRESENTATIONS AND LECTURES

“Realizing A Shared Authority: Presidential Sites in a Web 2.0 World”, Presidential Sites and Libraries Conference, American Association for State and Local History, Hyde Park, NY June 2006.

“Exploring and Collecting History Online: Working with Businesses and Nonprofits”, Oral History Association Annual Meeting, Providence, November 2005.

“The Century of Progress: The History of Science and The History of the Smithsonian on display at Chicago's Second Fair”, Association for Museum History, Washington, October 2005.

“Technology and Collaborative Exhibition: Prospects for the Bracero History Project”, Smithsonian Affiliations National Conference, Washington, June 2005.

“September 11: Collection, Exhibition and Education”, American Historical Association Annual Meeting, Washington, January 2004.

“History in the Making at the September 11 Digital Archive”, National Council for Public History Annual Meeting, Houston, April 2003.

“Science, History, Hope and the Smithsonian”, Smithsonian Institution Archives Research in Progress Lecture Series, Washington, March 2003.

“How Has Life Changed Since September 11?”, National Museum of American History Panel, Washington, March 2003.

“Science History and Attitudes Toward Material Culture Between the Wars”, XIXth Symposium of the Scientific Instrument Commission of the International Union of the History and Philosophy of Science, Oxford, September 2000.

“Why Don't Historians of Science Care About Science Museums?”, Science Communication, Education and the History of Science Conference, Royal Society of London, July 2000.

SHARON M. LEON

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George Mason University
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EDUCATION

- University of Minnesota, Ph.D., American Studies Department, August 2004.
Dissertation: "Beyond Birth Control: Catholic Responses to the Eugenics Movement in the United States, 1900-1950."
- Georgetown University, A.B., Program in American Studies, May 1997, *Magna Cum Laude*. Minor in Theology.

CURRENT POSITION

- Associate Director of Education Projects and Research Assistant Professor, Center for History and New Media, George Mason University, August 2004 to present.
 - Project Manager, *Historical Thinking Matters*, <historicalthinkingmatters.org>
 - Project Manager, *Object of History: Behind the Scenes with the Curators of the National Museum of American History*
 - Associate Director, *World History Matters*, <chnm.gmu.edu/worldhistorymatters/>
 - Project Historian, *Peopling the American Past* and *Creating a More Perfect Community*, U.S. Department of Education "Teaching American History" Grants, <chnm.gmu.edu/tah/>
 - Project Historian, *Echo: Exploring and Collecting History Online – Science, Technology, and Industry*, <echo.gmu.edu>

PUBLICATIONS

- Review of Christine Rosen's *Preaching Eugenics: Religious Leaders and the American Eugenics Movement*, in *Church History* 74:4 (December 2005).
- "A Human Being, and Not a Mere Social Factor': Catholic Strategies for Dealing with Sterilization Statutes in the 1920s," *Church History* 73:2 (June 2004) 383-411.
- "Hopelessly Entangled in Nordic Pre-suppositions': Catholic Participation in the American Eugenics Society in the 1920s," *Journal of the History of Medicine and Allied Sciences* 59:1 (Jan. 2004): 3-49.
- "Before *Casti connubii*: Early Catholic Responses to the Eugenics Movement in the United States," *Working Papers Series, The Cushwa Center for the Study of American Catholicism* 32:1 (Spring 2000).

FELLOWSHIPS AND GRANTS

- 2005 Stanley W. Jackson Prize from the *Journal of the History of Medicine and Allied Sciences* for "Hopelessly Entangled in Nordic Presuppositions," *JHMAS* 59:1 (Jan. 2004): 3-49.
- Charlotte W. Newcombe Dissertation Fellowship, Woodrow Wilson National Fellowship Foundation, 2004-2005. (Declined).
- Doctoral Dissertation Fellowship, Graduate School, University of Minnesota, 2002-2003, \$14,000.

- Dissertation Fellowship, Institute for the Advanced Study of Religion at Yale, 2001-2002, \$17,000.
- Doctoral Dissertation Special Grant, Graduate School, University of Minnesota, November 2001, \$940.
- Travel and Research Award for work at the Diocese of Cleveland, American Studies Department, University of Minnesota, October 2001, \$500.
- Library Resident Research Fellow at the American Philosophical Society, funded by the Andrew W. Mellon Foundation, Philadelphia, PA, July 2001, \$2,000.
- Summer Dissertation Writing Grant, Program in American Studies, University of Minnesota, June 2001, \$2,000.
- Travel and Research Award for work at the Center for Migration Studies, Program in American Studies, University of Minnesota, January 1999, \$500.

SCHOLARLY PRESENTATIONS

- “‘The Folly of Human Sterilization’: Catholic Action Regarding Eugenics in the 1930s,” American Academy of Religion Annual Meeting, Atlanta GA, November 22, 2003.
- Roundtable participant, “Religion and the American Studies Classroom,” American Studies Association Annual Meeting, Houston, TX, November 15, 2002.
- “Tension Not Unlike that Produced by a Mixed Marriage: Catholic Reflections on Interracial Marriage and Anti-Miscegenation Statutes, 1920-1950,” American Studies Association Annual Meeting, Washington DC, November 10, 2001.
- “Before *Casti connubii*: Early Catholic Responses to the Eugenics Movement in the United States,” guest lecture, American Catholic Studies Seminar, The Cushwa Center for the Study of American Catholicism, University of Notre Dame, April 6, 2000.
- “Before *Casti connubii*: Early Catholic Responses to the Eugenics Movement in the United States,” American Society of Church History/American Historical Association Annual Meeting, Chicago, IL, January 9, 2000.
- “Promoting Wise Marriages’: Paul Popenoe, Eugenics and Marriage Guides for Men in the 1920s,” American Studies Association Annual Meeting, Montreal, CA, October 29, 1999.
- “Marriage, Race, and Nation: Popular Eugenics in the 1920s,” Thirty-Fourth Annual Northern Great Plains History Conference, St. Cloud, MN, October 8, 1999.
- “Electronic American Studies: The Jesuit Plantation Project at Georgetown University,” panelist, American Studies Association Annual Meeting, Kansas City, MO, October 31, 1996.

TEACHING EXPERIENCE

- Visiting Assistant Professor, American Studies Department, Georgetown University, January 2006 to Present. American Civilization III and IV (Amst 203 and 207).
- Instructor, American Studies Department, University of Minnesota, September 2000 to June 2001, and September 2003 to December 2003. American Popular Arts and Public Life (Amst 1001-2).
- Instructor, English Department, University of Minnesota, September 1999 to June 2000. University Reading and Writing with an Emphasis on Citizenship and Public Ethics (EngC 1014).
- Teaching Assistant, American Studies Department, University of Minnesota, September 1998-June 2004. Courses including Introduction to American Studies (Amst 1001-3), Senior Seminar (Amst 3301-2), Politics and American Popular Art, 1945 to the Present (Amst 3253), and Gender, Sexuality and Politics in American Culture (Amst 4014).

James M. Safley

jsafley@gmu.edu

Overview

Jim Safley is Web Programmer and Digital Archivist for the Center. He received his undergraduate degree in history at GMU and is currently working towards his master's degree in American history. Beginning his archiving career in 1999 at the National Archives and Records Administration, Jim moved through several related positions, including records manager at Phi Beta Kappa national headquarters and archivist assistant at GMU's Special Collections and Archives. Arriving at CHNM in 2002, Safley applied his traditional archiving experience to his work in digital archiving, web programming, and database administration. His interests include metadata standards, database design, web technologies, progressive history and history of technology. You can learn more about Jim by visiting his website: <http://www.jimsafley.com>

Profile

Experience in academic, non-profit, and government sectors. Knowledgeable in traditional and digital archiving theories and practices. Knowledgeable in various Internet technologies, including scripting languages and databases. Highly motivated, dependable, strong organizational and writing skills, some supervisory experience, experienced in arranging and describing physical records and digital objects.

Skills

PHP, OOP, MySQL, Linux, Apache, XHTML, CSS, XML, SFTP/SSH, Dreamweaver, MS Office Suite, Encoded Archival Description (EAD), Text Encoding Initiative (TEI), Dublin Core, digital conversion/migration software.

Experience

Independent Consultant

Washington D.C. Metropolitan Area; 2005 to present

Center for History and New Media, George Mason University

Fairfax, VA; 2002 to present

Digital Archivist & Web Programmer

Phi Beta Kappa National Honor Society

Washington, DC; 2001 to 2002

National Headquarters Records Manager (Intern)

Special Collections and Archives, George Mason University

Fairfax, VA; 2001 to 2002

Student Assistant Archivist

National Archives and Records Administration (NARA)

Washington, DC; summer 2000

Center for Legislative Archives Intern

Northern Virginia Community College Libraries

Woodbridge, VA; 1995 to 1996

Student Volunteer

Education**George Mason University**

Fairfax, VA

Graduate Studies in History

2002 to present

George Mason University

Fairfax, VA

History Major, Classical Studies Minor

1999 to 2002

Northern Virginia Community College

Woodbridge, VA

1995 to 1999

Awards and Memberships

- Member of Phi Alpha Theta National Honor Society in History.
- Associate Member of the Society of American Archivists (SAA).
- George Mason University History Department Winslow R. Hatch Award, 2003.
- Phi Alpha Theta, National Nels Andrew Cleven Founder's Paper Prize Award 2002.
- Member of Golden Key International Honor Society.
- Woodbridge Festival of the Arts, Second Place for Essay, 1999.

Papers and Presentations

- "Digitization of Text and Images: A Rough Overview of Best Practices", Doing Digital History Workshop, sponsored by the Center for History and New Media, June 2005, October 2005.
- "Digital History at the Center for History and New Media", *The Library in Bits and Bytes*, Poster Session: University of Maryland University Libraries, September 2005.

Conferences, Symposia, and Workshops

- *Digital Preservation Partners Meeting*, Conference: National Digital Information Infrastructure and Preservation Program (NDIIPP), Library of Congress, July 2005.
- *The Library in Bits and Bytes*, Symposium: University of Maryland University Libraries, September 2005.
- *Introduction to XML and the Text Encoding Initiative*, Workshop: University of Maryland University Libraries, September 2005.

PETER LIEBHOLD

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Columbia, MD 21045
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Education

BFA Maryland Institute College of Art 1980

Employment

Smithsonian Institution, National Museum of American History
Chair, Division of Work and Industry - 2005 - present
Curator, Division of History of Technology, 1988-2005
Museum Specialist, Division of Photographic History, 1985-1988

National Council on Public History
The Public Historian, Editorial Board, 2004 - present

Baltimore Museum of Industry, 1981-1985, Exhibits coordinator

Maryland Historical Society, 1980-1981, Technician glass plate negative project

Selected Exhibitions

Treasures of American History, in development, co-curator.
American Dreams: An Introduction to American History, in development, co-curator.
Bittersweet Harvest: The Bracero Program 1942 – 1964, in development, co-curator.
History in the News: September 11, September 2003, an ongoing changing exhibition 2003 - present, co-curator.
America on the Move, National Museum of American History, November 2003, co-curator.
The Spirit of America, National Museum of American History, lead curator 2001-2002, project canceled by donor.
Preview Center, National Museum of Industrial History, Bethlehem, Pennsylvania, in development
Between a Rock and a Hard Place: A History of American Sweatshops, 1820 - Present, National Museum of American History, Washington, DC, April - Dec. 1998, Museum of Tolerance, Los Angeles, California, November 1999 - March 2000, co-curator
The Family Car, National Museum of American History, June 1997- August 1997, co-curator
Images of Steel: 1860-1994, National Museum of American History, 1994-1995, co-curator.
Who's In Charge? Workers and managers in the United States, SITES traveling exhibit, 1992-1996, co-curator.
Workers and Manager's: The Crises of Control in American Manufacturing, National Museum of American History, 1989-1990, co-curator.

Selected Publications

Peter Liebhold, Harry Rubenstein, "El Monte Sweatshop," article contribution in *The Encyclopedia of Modern Slavery*, ABC-CLIO, forthcoming
Peter Liebhold, "Washington City Museum", a review essay looking at the future of heritage tourism and city museums, *Public Historian*, Fall 2004.
Peter Liebhold, Harry Rubenstein, "Bringing Sweatshops into the Museum," a chapter in *Sweatshops USA*, Richard Greenwald and Daniel Bender eds., Taylor and Francis Books, Inc., New York, 2003
Peter Liebhold, "Industrial Photographs," an essay in *At First Sight: Photography and the Smithsonian*, Merry Foresta ed., Smithsonian Press, summer 2003.
Peter Liebhold, "Hillotypes: A Sad Tale of Invention," *Photographic History*, Spring 2000, Vol. 24, No. 1, p 52.

Peter Liebhold, "Experiences from the Front Line: Presenting a Controversial Exhibition during the Culture Wars," *Public Historian*, Vol. 22, No. 3, summer 2000, p. 67-86.

Peter Liebhold, Harry Rubenstein, *Between a Rock and a Hard Place: A History of American Sweatshops, 1820 Present*, UCLA Asian American Studies Center, Los Angeles, CA, 1999.

Peter Liebhold, Steven Lubar, "What Do We Keep?" *Invention and Technology*, Spring 1999, vol. 14, no. 4, pp 28-38.

Peter Liebhold, Harry Rubenstein, "Between a Rock and a Hard Place," *Labor's Heritage*, Vol. 9, No. 4, Spring 1998, pp 4-25.

Peter Liebhold, *Seeking "The One Best Way": Frank and Lillian Gilbreth's Time-Motion Photographs 1910-1924*, *Labor's Heritage*, Vol. 7, No. 2, Fall 1995, pp 30-61.

Peter Liebhold, *Communicating Business: Corporate Agendas Through Photographs*, *Antenna*, Vol. 7, No. 2, April 1995, p 4-5.

Peter Liebhold, *Presenting History: Democracy on Display*, *Exhibitionist*, Vol. 14, No. 2, Fall 1995, p 18-21.

Peter Liebhold et al, *Who's in Charge: Constructed Realities*, SITES, Washington, D.C. 1992, co-author

Presentations

"Collecting Contemporary Trauma," an invited lecture in the Frontiers of Public Humanities: New Challenges and New Directions colloquium series at the John Nicholas Brown Center for the Study of American Civilization, Brown University, Providence, RI., March 8, 2006.

"Collecting Current Events: September 11 at the National Museum of American History," in the session *History in the News: September 11 and the Role of Institutions*, organizer and panelist, National Council on Public History, Annual conference, Houston, Texas, April 25, 2003

Building a National Museum, Filipino American National Historical Society conference, Los Angeles, California, July 26, 2002

Photography exhibitions at the National Museum of American History, Filipino American National Historical Society conference, Los Angeles, California, July 27, 2002

Public History Under Scrutiny, MARAC conference, Towson, Maryland, April 19, 2002

Managerial Propaganda? Deconstructing Work Incentive Posters, presentation, Monrovia College, October 17, 2001

Participant, National Roundtable on Collecting Textile History, Museum of Textile History, Lowell Massachusetts, October 12-14, 2001

Panelist National Council on Public History, Annual conference, Ottawa, Canada, April 21, 2001

Panelist, *Documenting Immigration and Migration*, MARAC conference, Richmond, VA, October 26, 2001.

Museums as News: Insights on Controversial Exhibitions, presentation, College of Notre Dame, Renaissance Program, Baltimore, MD, September 25, 2001

Filipino History at the National Museum of American History, Filipino American National Historical Society conference, Stockton, CA, March 23, 2001

Between a Rock and a hard Place: The Sweatshop in America, Cincinnati Museum Center, Cincinnati, Ohio, November 11, 1999

Sweatshops and Efforts of Reform, symposium No Sweat U: Labor Standards and Codes of Conduct, October 6, 1998, Carmichael Auditorium, National Museum of American History.

Sweatshops and the Culture Wars, colloquium presentation, June 30, 1998, National Museum of American History.

Between a Rock and a Hard Place, Industrial History Conference, Bethlehem, PA, March 27, 1998. paper.

Crafting a New Image in the American Steel Industry, 1940-1960, Society of the History of Technology conference, London, August 2, 1996

Retouching the Corporate Image, National Museum of American History colloquium, May 7, 1996

Challenge of Doing Work History for Museums, Working Class Lives/ Working Class Studies conference, Youngstown State University, June 10, 1995

Rationalization or Technomorphism: Frank and Lillian Gilbreth and the Cult of Scientific Management, "Industrialization and the Human Body", Hagley Fellows Conference, Hagley Museum and Library, Wilmington, DE, March, 12, 1993

Short Curriculum Vitae, June 2006

Bonnie Lilienfeld
Deputy Chair and Curator
Division of Home and Community Life
Room 4124, MRC 618
National Museum of American History
Smithsonian Institution
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Education:

University of Chicago, B.A. in Humanities, 1984
George Mason University, Coursework towards Master's Degree in American History, 1993-1994

Work Experience:

Deputy Chair and Curator, Division of Home and Community Life, January 2005-present
Acting Assistant Chair, Division of Social History, 2004
Specialist, Ceramics & Glass, Division of Social History, 1992-2004
Technician, Ceramics & Glass, 1989-1992
Collections Management Assistant, Department of Science & Technology, 1988-1989

Current Responsibilities:

Project Director, Bracero History Project, NMAH, on-going
Co-Curator, NMAH Central Core exhibitions, to open in 2008
Curatorial representative, NMAH Welcome Center, to open in 2008

Exhibitions at the National Museum of American History:

A Material World: What Objects Are Made of and Why, Research and object selection, 1988-89
Ceremonial Court, Art Pottery section, 1990
About Faces: Ceramic Face Vessels in the South, 1992, Curator
Masters of Their Trade: Slave Potters in the South, 1996, Curator
Recent Ceramics Accessions, 1992-1998, including: *Decorated Pitchers in the 19th Century*; *Mary and Emily Healey, American China Painters*; *Beatrice Wood, "The Mother of Dada"*; *The Stoneware of Henry Remmey, III*; *American Modern for the Modern Bride*; *Russel Wright Dinnerware*, Curator
America on the Move, 1999-2003, Co-Curator

CURRICULUM VITAE

MARIA MAGDALENA MIERI

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University Education

- 1991 M.A. Anthropological Sciences,
College of Philosophy and Literature,
University of Buenos Aires, Argentina
- 1986 B.A. Museum Studies-Museum Conservator,
Argentine Institute of Museology,
Buenos Aires, Argentina

Museum Experience

- 2005-present Director, Program in Latino History and Culture.
National Museum of American History. Smithsonian Institution.
- 2004-present Senior Fellow. Department of Anthropology. University of Maryland at College Park.
- 1998-2004 Programs Manager, Smithsonian Center for Latino Initiatives
Director, Latino Virtual Gallery <http://latino.si.edu/virtualgallery>
* co-curates online exhibitions for the Latino Virtual Gallery
*Provides technical advice on museum practices to emerging Latino-focused museums and cultural centers
*Manages training programs, scholarly conferences, public programs, fellowships and internships related to Latino Cultures in the United States and in Latin America
*Develops website projects and virtual exhibitions on the diversity of Latino cultures.
- 2001- Adjunct Professor. Masters in Museum Education program. George Washington University. Washington, DC. Fall semester.
- 1995-1998 Museum Program Specialist, Smithsonian Institution, Center for Museum Studies
* Developed, managed and coordinated training seminars and fellowship programs in Latino Studies
*Researched and created initiatives designed to extend SI training and research opportunities in museum practice to minority museum professionals, scholars and students.
* Managed Rockefeller Foundation Humanities Grant
- 1986-1991 Assistant Curator, Museum of Hispanic-American Art, Buenos Aires, Argentina
*Responsible for collections management

- *Installed sixteen temporary exhibitions and two international traveling exhibitions.
- *Curated the exhibition "Christmas for Children"
- *Developed a storage system for the museum collections of paintings and sculptures.
- * Assisted with research for book publication El Mate de Plata.
- Winter, 1987 Volunteer, Museum "Damaso Arce", Olavarria, Argentina
- * Assisted with cataloguing of ethnographic and archaeological collections from Northern Argentina

Research Experience

- 1993-1994 Research Program Assistant, Smithsonian Institution, Center for Museum Studies
 - * Created and expanded the Center for Museum Studies' Museum Studies Database.
 - * Researched materials for series of training workshops.
- 1992-1993 Intern, Smithsonian Institution, Center for Museum Studies
 - *Researched and solicited citations for inclusion in the Museum Studies Database.
 - *Investigated software and Internet capabilities to create an on-line database.
- 1992-1993 Intern, Smithsonian Institution, Office of the Assistant Secretary for Arts and Humanities
 - *Identified and researched bibliographic citations for Planning Museum Careers by Jane Glaser (Routledge, 1995) Project resulted in eleven annotated bibliographies and five resource appendices.
- 1989 Research Fellowship, Millicent Rogers Museum, Taos, New Mexico
 - *Researched and catalogued the collection of Hispanic Santos
 - *Assisted with installation of four temporary exhibitions
 - *Translated text from six exhibition galleries into Spanish.
- 1989 Research Fellowship, University Art Museum, University of New Mexico
 - * Assisted registrar with the documentation of collections and installation of exhibitions.
- 1986-1990 Research Assistant, Instituto de Investigaciones Antropologicas, Pintoscaayoc Project, Buenos Aires, Argentina
 - *Conducted field work and performed an archaeological survey in the Western Puna, Jujuy
 - *Laboratory analysis of the lithic and ceramic materials from the site.

Museum and Community Service

- 2000 Founding member of WALAT (Washington Area Latino American Taskforce)
- 2000-present Member of Advisory Board of Memoria Abierta (Open Memory) a coalition of human rights organizations, Buenos Aires, Argentina.
- 1998-present Reviewer "Diversity, Leadership and Museums" seminar, Smithsonian Center for Education and Museum Studies
- 1998 Panelist, Latino Representation at the Smithsonian Institution, Latino Leadership Institute, Washington, DC.
- 1998 Moderator of series of Lectures, Religious Art in Colonial Spanish America, The Smithsonian Associates.

L. STEPHEN VELASQUEZ

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velasquez@si.edu

WORK EXPERIENCE

Smithsonian Institution,

May 2005- present

National Museum of American History

Associate Curator, Division of Home and Community Life. Duties include developing collecting plan for Latino subject areas; develop a comprehensive computerized database of ethnic America & Immigration, religion, and occupational history; creating electronic and digital archive of collection; researching Latino/Hispanic collections and subject areas including Latino immigrations and guest workers; collect bi-lingual oral histories; supervising interns and volunteers; initiating accountability paper work and reports; order equipment and supplies; organizing storage and move of large collections; point person for the digital photography project, and the on-line Internet database creation; answering public inquires and photo requests; conducting exhibit and storage tours for students, researchers, and Affiliations; exhibition development and research; participation in tours, lectures, and presentations.

Smithsonian Institution,

June 1997- present

National Museum of American History

Collections Manager/Museum Specialist, Division of Cultural History. Duties include developing comprehensive computerized database of collections consisting of musical instruments, entertainment, sports, ethnic America & Immigration, religion, and occupational history; creating electronic and digital archive of collection using Filemaker Pro, MultiMimsy, and Photoshop; supervising interns and volunteers; initiating accountability paper work and reports; order equipment and supplies; organizing storage and move of large collections; point person for the digital photography project, and the on-line Internet database creation; answering public inquires and photo requests; conducting exhibit and storage tours for students, researchers, and Affiliations; point person for active outgoing loans; exhibition development and research; assist museum curators in identification and movement of objects for exhibition. An active member of the Latino Initiative Working Group; initiated and co-authored the *Mission Statement and Thematic Goals of the NMAH Latino Initiative*; developing web pages for Division programs and events.

EXHIBITION AND PROJECT EXPERIENCE AT THE SMITSHONIAN INST.

Bracero Oral History Project

August 2004-Present

Team member developing a series of projects including collecting artifacts, oral histories, exhibit development, and research of temporary migrant workers.

AZÚCAR!: The Life of Celia Cruz

April 2004-Present

Collections Manager and exhibit development team member. Collections manager for 200 loan objects and over 200 images. Creating and maintaining object and graphic database.

Americas Voices American Stories: Introduction to American History **Nov. 2003-April 2005**

Tentative title. Exhibit development team member. Part of larger exhibit planning group and object identification sub group. (*cancelled*)

What's Cooking, Julia Child's Kitchen at the Smithsonian

Nov. 2001- Present

Organized packing and shipping, and unpacking crew for 1200 museum objects. Database and photo archive manager for 1200 objects. Supervising interns and 10 volunteers. Organized and created exhibit object notebooks.

Latino Working Committee

Oct. 2000-Present

Chair Person for an advocacy group promoting Latinos and Latino programs at the Smithsonian.

Puerto Rico: A Collectors Vision; Puerto Rico La Vision de un Colelctor June 1997-Oct.2000

Organized unpacking crew for 3500 museum objects. Responsible for data entry and photography of 3500 museum objects. Supervising interns.

National Museum of Natural History

Jan.- Feb. 1997

Field Supervisor, Toluca Valley Research Project. Duties included supervising field crew of 9 in an ongoing archaeology excavation project in Central Mexico looking at environmental and socio-cultural change at the time of Spanish encounters. Involved with project and field work since its inception in June 1996 through 2000.

EDUCATION

The George Washington University (1994-1997) Anthropology/Museum Training M.A. 1997

University of Missouri, Columbia (1990-1994) Anthropology: Minor: Spanish B.A. 1994

AWARDS

**Smithsonian Minority Graduate Fellowship,
National Museum of Natural History**

June 1996- Aug. 1996

Research fellowship for Latino students. Analysis of ceramics and assisted several curators with projects and involvements in exhibit development, research design, program initiatives, and repatriation.

PRESENTATIONS and PUBLICATIONS

"Latino Collections at American History." Presentation, Elderhostel Tour, Smithsonian Associates. June 21, 2006.

"Latino Content at American History." Panel presentation, Latino Museum Studies Program, Smithsonian Institution. June 20, 2006.

"Bracero Oral History Town Hall Meetings." San Jose and Salinas CA, July 2005. Chicago, IL Aug. 2005. El Paso, TX, Nov. 2005. Los Angeles, CA May 2006.

"Careers at the Smithsonian" Panel Presentation. Student Track: Jump Start Your potential: Graduate School and Beyond. Hispanic Association for Colleges and University. October, 2004.

"The Teodoro Vidal Collection: Creating Space for Latinos at the National Museum of American History." *Public Historian*, Vol. 23, No. 4. Fall 2001.

"Uno Para Todos y Todos Para Uno: 1998 NMAH Latino Initiative Success Story." Panel Presentation. Conociendonos Sin Fronteras, Knowing Each Other Without Borders: Latin American and Latino Research at the Smithsonian. March, 1999.

"Economic and Social Boundaries in the Toluca Valley." Presentation. Conociendonos Sin Fronteras, Knowing Each Other Without Borders: Latin American and Latino Research at the Smithsonian. March, 1999.

"Late Postclassic Ceramic Analysis form Toluca, Mexico: Tracking Economic and Social Boundaries in the Late Postclassic of the Toluca Valley." Symposium Presentation. Society for American Archaeology Annual Meeting. Chicago. Co-authored with Dan Rogers, Yoko Segura, and Jane Walsh. March, 1999

"Informe # 3, (Interim Research Report): Toluca Valley Archaeology Project, 1997". Co-authored with Dan Rogers and Jane Walsh. June, 1997.

OTHER SKILLS

- Web Editors: Front Page 98 and 2000, Dreamweaver 3, knowledge of HTML
- Databases: dBASE IV, 5, and 5.5-Visual; FileMaker Pro 3.0, 4.1, and 6.0
- SYSTAT statistical package
- Photography; and knowledge of scanning and photography software such as Adobe Photoshop 7
- ENCUENTROS web site <<http://www.si.edu/nmah/encuentros/index.html>>

Kristine Navarro
University of Texas at El Paso
500 W. University LA 334
El Paso, Texas 79968
Work 915.747.7052

CURRENT POSITION:

Director, Institute for Oral History, University of Texas at El Paso
Responsible for overall program administration, conceptualizing projects and identifying extramural funding sources for their support. This includes personnel management, budget preparation and management, research design and field interview strategies, and post-interview processing methods and preservation techniques consistent with the professional principles, standards, and guidelines of the field.

PREVIOUS ADMINISTRATIVE EXPERIENCE:

Executive Director, Mission Trails Association. 02/00-11/00
Research Fellow. Public Policy Research Center, University of Texas at El Paso. 9/99- 12/00
Teaching Assistant. Department of History, University of Texas at El Paso. 9/98 – 9/99
Research Assistant. Center for African-American Studies, University of Texas at El Paso. 9/97-9/98
Operations Manager. Farmer's Merchant Bank, Boise, Idaho. 1/94- 9/96
Accounting Manager, Texas Commerce Bank, 8/85-6/92

EDUCATION:

University of Texas at El Paso, El Paso, Texas
Bachelor of Business Administration in Accounting, 1992

University of Texas at El Paso, El Paso, Texas
Master of Arts in History, Spring 2004
Minor: Public History,

PUBLICATIONS:

Wheresoever My People Chance to Dwell. Ed. Maceo Dailey and Kristine Navarro (Washington, D.C., Black Classic Press, 2000).
"Community Preservation along the Spanish Borderlands," by John Peterson and Kristine Navarro, *Preservation Texas*, (December 2000).

INVITED PRESENTATIONS AND PUBLIC APPEARANCES:

Civil Rights in El Paso –Radford School and KTEP Radio, El Paso, Texas, 1997.
Mission Trail- *City Beat*, Time Warner Communication, El Paso, Texas, March 2000.
Heritage Week- *El Paso's Art Scene*, Time Warner Communication, El Paso, Texas, April 2000.
San Elizario- *The Edge of Texas*, KTEP Radio, El Paso, Texas, August 2000.
Mission Trail- City Representative Luis Sariana Community Meeting, El Paso, Texas, Sept. 2000.
Socorro Mission Restoration- City Representative Elvia Hernandez Community Meeting, El Paso, Texas, October 2000.
Mission Trail- *Spotlight on Government*, Time Warner Communication, El Paso, Texas, Oct. 2000.
Institute for Oral History- UTEP Heritage Commission, El Paso, Texas, February 2001.
Institute for Oral History- Rio Vista Community Center, Socorro, Texas, April 2001.
Institute for Oral History- San Elizario Genealogical Society, El Paso, Texas, April 2001.
Institute for Oral History- Horseless Carriage Society, El Paso, Texas, May 2001.
Institute for Oral History – Terlingua Preservation Society, Big Bend, Texas November 2001.

COMMUNITY BOARDS:

Board Member, Texas Mountain Trail, 2004- present
Board Member, Historic Missions Restoration Inc., 2002-present
Advisory Committee Member, El Paso Museum of History, 2001-present
El Paso County Historical Commissioner, 2001-present
Board Member, McCall Cultural

ANAIS ACOSTA

EDUCATION

1996-2001 The University of Texas at El Paso El Paso, TX
■ B.A., Business Administration and Marketing

EXPERIENCE

2001- present The University of Texas at El Paso El Paso, TX
Program coordinator, Oral history Institute
■ Coordinate oral history projects.
■ Interview and transcribe oral histories for the institute.
■ Implemented and organized administrative processes in Business Information System.
■ Assisted in the development of advertising materials for several events.

2005–present The University of Texas at El Paso El Paso, TX
Business Manager, Center for Inter-American and Border Studies
■ Coordinate administrative activities for inter-disciplinary center.
■ Track and monitor financial transactions.
■ Created on line Newsletter distributed weekly
■ Provided professional development in Banner/ Goldmine

2001-2005 The University of Texas at El Paso El Paso, TX
Program coordinator, Paso al Norte Museum
■ Provided administrative support for museum effort.
■ Planned meetings of museum Advisory Board.
■ Coordinated publication materials including newsletters and donor solicitations.

SKILLS

Computer skills: Microsoft suite, Adobe Elements.

REFERENCES

Available upon request.

Matt Garcia
Associate Professor
American Civilization and Ethnic Studies

Campus:

Brown University
Norwood House, Box 1892
82 Waterman Street
Providence, RI 02912
Tel: (401)863-1697
Fax: (401)863-7589

Matthew_Garcia@brown.edu

Home:

135 Ardmore Avenue
Providence, RI 02908
Tel: (401)331-3705

Education:

Ph.D., January 20, 1997, U.S. History, Claremont Graduate School; Major fields of concentration:
Chicano History, History of California, History of the American West, American Popular Culture,
Labor History
B.A., May 1991, U.S. History, University of California at Berkeley

Professional Appointments:

Interim Director, Center for the Study of Race and Ethnicity in America, Brown University, 2005-2006
Associate Professor of American Civilization and Ethnic Studies, Brown University, 2003-present
Associate Professor of Ethnic Studies and History, University of Oregon, 2003
Assistant Professor of Ethnic Studies and History, University of Oregon, 2000-2003
Assistant Professor of History and Latina/o Studies, University of Illinois, Urbana-Champaign, 1996-
August, 2000

Publications:

Books:

A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970 (2001, University of North Carolina Press); Co-winner, best book (biannual award), Oral History Association, 2003; Honorable Mention, John Hope Franklin Prize for best book, American Studies Association, 2003; Honorable Mention, Lora Romero Prize for best first book, American Studies Association, 2003.
Geographies of Latinidad: Mapping Latina/o Studies for the Twenty-First Century, co-edited volume with Professor Angharad Valdivia, Institute of Communication Research, University of Illinois, Urbana Champaign (forthcoming 2006, Duke University Press)

Chapters in books:

"Intraethnic Conflict and the Bracero Program during World War II" in Vicki Ruiz and Donna Gabaccia (Eds.) American Dreaming, Global Realities: Rethinking U.S. Immigration History. Urbana: University of Illinois Press, forthcoming.
"Cain contra Abel: Courtship, Masculinities, and Citizenship in Southern California, 1942-1964," in James, Campbell, Matthew Guterl, and Robert Lee (Eds.) Race, Nation, and Empire in American History Chapel Hill: University of North Carolina Press, forthcoming.
"The "Chicano" dance hall: Remapping public space in Post-World War II Greater Los Angeles," in Cameron McCarthy, et. al. (Eds.) Sound Identities: Popular Music and the Cultural Politics of Education, Peter Lang, New York, 1999, pp. 317-341.
"Memories of El Monte": Intercultural dance halls in post-World War II Greater Los Angeles," in Joe Austin and Michael Willard (Eds.) Generations of Youth, New York University Press, New York, NY, 1998, pp. 157-172.

Matt Garcia
Curriculum Vita

Refereed Journal Articles:

- "Intercultural Relations and Popular Culture in the San Gabriel Valley: Padua Hills Theatre and El Monte's American Legion Stadium," California Politics & Policy, October 1998, pp.19-27.
- "Chicana/o history in a changing discipline," Humboldt Journal of Social Relations, Volume 22:1, 1996 pp. 83-95.
- "Just put on that Padua Hills' smile": The Padua Hills Theatre and The Mexican Players, 1931-1974," California History, Vol. LXXIV, number 3, Fall 1995, pp. 244-261.

Non-refereed Journal Articles:

- "Adjusting the focus: Padua Hills Theatre and Latino History," Organization of American Historians Magazine of History, Winter 1996, Vol. 10, No. 2, pp. 19-22.
- Entries for the Latino Encyclopedia, Salem Press, Pasadena, CA, 1995.
- Entries for the Latinas in the United States: An Historical Encyclopedia, Eds. Vicki Ruiz and Virginia Sánchez-Korrol, forthcoming, Indiana University Press

Electronic Chapters:

- "Chapter 29, Latino Experiences in 20th Century America," in History of United States Textbook, ed. Richard Brown, Digital Learning Interactive, Medford, MA.

Government Publications:

- "Historical Context Study of Hispanics in the United States," National Park Service, Department of the Interior, Washington, DC, 2001
- "Racial Desegregation of Public Accommodations in the U.S.," National Historic Landmarks Theme Study, National Park Service, Department of the Interior, Washington, DC, June 2002

Book Reviews:

- Orange Empire: California and the Fruits of Eden. By Douglas Cazaux Sackman. University of California Press, 2005. In Southern California Quarterly, forthcoming.
- Labor Rights Are Civil Rights: Mexican American Workers in Twentieth-Century America. By Zaragosa Vargas. Princeton: Princeton University Press, 2005. In Western Historical Quarterly, forthcoming.
- The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture. By Neil Foley. Berkeley: University of California Press, 1997. In The Historian, Winter 2000.
- Mexicans in the Midwest, 1900-1932. By Juan R. Garcia. Tucson: University of Arizona Press, 1996. In Western Historical Quarterly, Winter 1998.

Works in Progress

I am currently revising the introduction to *Geographies of Latinidad* per the suggestions of our readers.

I am also currently at work on a project that documents the struggle for worker rights and educational equity in Southern California rural communities. During the summer 2004, I took six Brown students to the Inland Southern California area to conduct archival research and oral histories with immigrant farm workers from multiple generations. The first portion of this project was a museum exhibition at the John Nicolas Brown Center, April 29-September 30, 2005. Entitled *Educating Change: Latina Activism and the Struggle for Educational Equity*, the exhibit featured the lives of three immigrant Mexican women, Socorro Gómez-Potter, Yolanda Almaraz-Esquivel, and Ramona Medina who organized a boycott of Coachella Valley schools in protest of the physical abuse of Mexican children by local teachers and demands for bilingual education. This was the first phase of a book-length project tentatively entitled *The California South: Race, Labor and Justice on the California Border, 1900-1980*. The book explores the formation of agricultural empires in the California desert and the exploitation of natural resources and Mexican labor that made it possible. *The California South* will highlight several competing and, at times, complementary traditions in Mexican American community organizing, including those practiced by: United Farm Workers, Mexican American Political Association, Movimiento Estudiantil Chicana/o de Aztlán, and La Raza Unida Party as well as previously unacknowledged organizations such as the Community Committee for Alternatives in Education and the Tri-Valley Chicano Caucus.

Abbreviated curriculum vitae

L. Manuel García y Griego

Director, Southwest Hispanic Research Institute

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Albuquerque, New Mexico 87131

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Education

A.B. (1973) Princeton University, (History); M.A. (1980) El Colegio de México, Mexico City (Demography); Ph.D. (1988) University of California, Los Angeles (History).

Employment (since 1982)

Associate Professor (2006-), Department of History, and Director, SHRI (2006-), UNM.

Associate Professor (1999-2005), Department of Political Science, and Research Associate (2003-2005), Center for Mexican American Studies, University of Texas at Arlington; Director (1999-2003), Center for Mexican American Studies, UTA; Assistant Professor (1991-1999), Department of Politics and Society, University of California, Irvine; Professor and Researcher (1982-1991), and coordinator of the US-Mexico Program (1982-1985), Center for International Studies, El Colegio de México, Mexico City.

Publications

Books and monographs

El volumen de la migración de mexicanos no documentados a los Estados Unidos (nuevas hipótesis). Mexico City: Centro Nacional de Información y Estadísticas del Trabajo, 1980.

Los trabajadores mexicanos en Estados Unidos: Resultados de la Encuesta Nacional de Emigración a la Frontera Norte del País y a los Estados Unidos (with Carlos H. Zazueta). Mexico City: Centro Nacional de Información y Estadísticas del Trabajo, 1982.

Mexican-U.S. Relations: Conflict and Convergence (edited with Carlos Vásquez). Los Angeles: UCLA Chicano Studies Research Center and UCLA Latin American Center, 1983.

México-Estados Unidos, 1984 (edited with Gustavo Vega). Mexico City: El Colegio de México, 1985.

México y Estados Unidos frente a la migración de los indocumentados (with Mónica Vereá).

Mexico City: UNAM, Coordinación de Humanidades and Grupo Editorial Miguel Angel Porrúa, 1988.

Immigration and Immigrant Integration in California: Seeking a New Consensus. (with Philip L. Martin). Berkeley: California Policy Research Center, 2000.

Articles and book chapters (selected)

“Colaboración sin concordancia: la migración en la nueva agenda bilateral México-Estados Unidos,” (with Mónica Vereá Campos). Nueva agenda bilateral en la relación México-Estados Unidos, Mónica Vereá Campos, Rafael Fernández de Castro, and Sidney Weintraub, eds. Mexico City: ITAM, UNAM and Fondo de Cultura Económica, 1998. Pp. 107-134.

“Responses to Migration Issues,” with Sidney Weintraub, Francisco Alba, and Rafael Fernández de Castro). Migration Between Mexico and the United States: Binational Study. vol. 1. Mexico City and Washington, D.C.: Mexican Ministry of Foreign Affairs and U.S. Commission on Immigration Reform, 1998. Pp. 437-509.

- “The Bracero Program.” Migration Between Mexico and the United States: Binational Study. vol. 3. Mexico City and Washington, D.C.: Mexican Ministry of Foreign Affairs and U.S. Commission on Immigration Reform, 1998. Pp. 1215-1221.
- “Migration, Development and US Labor Markets: The Mexican-US Case,” (with Philip Martin). Asian and Pacific Migration Journal. 10, no. 3-4 (2001): 559-583.
- “Dos tesis sobre seis década: La emigración a Estados Unidos y la política exterior mexicana, 1945 a 2005, in, Dos siglos de política exterior mexicana, edited by Mercedes de Vega and Jorge Schiavón, México City: SRE, in press.

Recent papers

- “Squaring the circle: Immigration policy preferences and latino and Mexican Immigrant Leadership Networks,” Paper presented at Workshop, XXVI Congress of Latin American Studies Association, San Juan, Puerto Rico, 15-18, 2006.
- (with Dennis D. Cordell) “The integration of Nigerian and Mexican immigrants in Dallas/Fort Worth, Texas,” Paper presented at IUSSP XXV International Population Conference, Tours, France, 18-23 July, 2005.
- “Mexican foreign policy and emigration to the United States: Identifying interests and explaining outcomes,” Paper presented at “Mexico’s Changing Place in the World,” The Latin American Centre, St. Antony’s College, Oxford University, Oxford, U.K., 28-29 May, 2004.

Grants (selected)

- Establishment of the Manuel Gamio Endowment for the Center for Mexican American Studies at U.T. Arlington. Total endowment, including matching grant: \$25,000, June 2000.
- Co-principal investigator (with Caroline Brettel, Dennis Cordell and James Hollifield), “Immigrants, Rights, and Incorporation in a Suburban Metropolis,” National Science Foundation (\$445,000), on-going field project on the adaptation of immigrants in North Texas, 2001-2003
- Co-investigator, “Enfoque México,” a project funded by Consejo Nacional de Ciencia y Tecnología, with ITAM (Mexico City), Loyola Marymount University (Los Angeles) and University of Notre Dame (South Bend, Ind.), 2003-2006.

Professional activities (selected)

- Member, International Migration Program, Postdoctoral Fellowships review committee, Social Science Research Council, New York, 1996-2002; Member of the Binational Study on Mexico-U.S. Migration (one of a group of ten academics appointed by the U.S. government that drafted a report with a group of ten academics appointed by the Mexican government), 1996-97; Member of review group, Workshop on Estimating Unauthorized Immigration, U.S. Bureau of the Census, December, 1998; Expert witness, *In re Mexico Money Transfer Litigation*, Cases nos. 98 C2407 and 98 C2408, Federal District Court, Chicago, Illinois, January 2000.

Community positions (selected)

- Member of the Board of Directors, Catholic Charities, Diocese of Fort Worth (2000-2003);
- Member of the Board of Directors, Reading and Radio Resource, Dallas (2001- 2003);
- Member of the Chancellor’s Council of the University of Texas System (2001-);
- Member of the Board of Directors, Dallas International (2001-2003),
- Member of the Board of Directors, Centro Comunitario Mexicano (2003-2005).

Cindy Hahamovitch

***Lyon G. Tyler Department of History
The College of William & Mary
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cxhaha@wm.edu***

EDUCATION

Ph.D.: University of North Carolina at Chapel Hill, August 1992
M.A.: University of North Carolina at Chapel Hill, September 1987
B.A.: With honors from Rollins College, Winter Park, Florida, May 1983

ACADEMIC POSITIONS

July, 2005 - : Director of Graduate Studies, Lyon G. Tyler Department of History, The College of William & Mary
September, 1998 - : Associate Professor of History, The College of William & Mary, Williamsburg, Virginia
August, 1993 to September, 1998: Assistant Professor of History, The College of William & Mary, Williamsburg, Virginia
July, 1991 to July 1993: Assistant Professor of History, York University, Toronto, Ontario.

FELLOWSHIPS AND GRANTS

Agrarian Studies Fellowship, Yale University, 1999-2000
The College of William & Mary, Faculty Summer Grant, 1997
The College of William & Mary, Faculty Summer Grant, 1996
National Endowment for the Humanities Summer Fellowship, 1994
The College of William & Mary, Faculty Summer Grant, 1994 (declined)
Dissertation Fellowship, New Jersey Historical Commission, 1989-1990
Kaiser Foundation Grant, Walter Reuther Labor Archives, 1989

PUBLICATIONS

The Deportable Immigrant: Jamaican Guestworkers in America, 1943-1990. In progress. Advanced contract with Princeton University Press.
Co-editor with Rick Halpern, special issue of *International Labor and Working Class History* on class formation in the countryside, Spring, 2004.
Co-author with Rick Halpern, "Not a 'Sack of Potatoes': Why Labor Historians Need to Take Agriculture Seriously," *International Labor and Working Class History*, Spring, 2004.
"Creating Perfect Immigrants: Guestworkers of the World in Historical Perspective," *Labor History*, vol. 44, no. 1 (January 2003): 69-94.
"In America Life is Given Away": Jamaican Farmworkers and the Making of Agricultural Immigration Policy," 134-160. In Catherine McNicol Stock and Robert Johnson, eds. *The Countryside in the Age of the Modern State: Essays in Twentieth-Century Rural Political History*. Ithaca: Cornell University Press, 2001.
The Fruits of Their Labor: Atlantic Coast Farmworkers and the Making of Migrant Poverty, 1870-1945. Chapel Hill: University of North Carolina Press, 1997.
"Standing Idly By: 'Organized' Farmworkers in Florida During the Second World War," pp. 15-36, in Robert Zieger, ed. *Organized Labor in the New South*. 2nd Edition. University of Tennessee Press, 1997.
"Return of the Bracero Program," op-ed article, *Washington Post*, September 9, 1998, A19.
"Lost in America: 'The Poor' and Middle Class Conscience," *Radical History Review* 60 (Fall, 1994): 236-238.
Reviews in *American Historical Review*, *The Historian*, *Journal of Southern History*, *Journal of Social History*, *Race & Ethnic Studies*, *Canadian Journal of History*, *Labour/Le Travail*, *Radical History Review*, *Georgia Historical Quarterly*, *Florida Historical Quarterly*.

TEACHING FIELDS

US History, 1865 to the present
US Labor History
US Immigration History, graduate and undergraduate levels

SELECTED TALKS

- "No Man's Land": Nationless Workers in the U.S. and Europe the Aftermath of World War II," European Social Science History Association, Amsterdam, The Netherlands, March 21-25, 2006.
- Invited speaker, Symposium on Guestworkers in Europe, Capital Hill, Washington, D.C., March 2005.
- Invited speaker, Imported Labor in the U.S.: A Symposium on Guestworker Programs and Foreign Contract Labor, Capital Hill, Washington, D.C., October, 2005.
- Invited Speaker, "Temporary Workers of the World: Guestworker Programs and the Making of Nationless Workers," at Middle Passages: The Oceanic Voyage as Social Process, Perth, Western Australia, July 13-16, 2005.
- "Temporary Workers of the World: Guestworker Programs and the Making of Nationless People," North American Labor History Conference, October 17, 2001, Detroit, Michigan.
- "Sweet Dreams: Guestworkers and Growers in Florida's Sugar Industry," Agrarian Studies 10th Anniversary Conference, Yale University, May 19, 2001, New Haven, Connecticut.
- "Farm Labor in the United States," U.S. Department of Labor Conference, April 11-13, 2000, Chambersburg, Pennsylvania.
- "Jamaicans Jump Jim Crow: Caribbean Encounters in the World War II South," Social Science History Association, Pittsburgh, PA, November 2000.
- "In America Life is Given Away': Jamaican Farmworkers and the Making of Agricultural Immigration Policy," October 15, 1999, Colloquium Series for Fall 1999, Program in Agrarian Studies, Yale University.
- Invited participant in panel titled: "The Hands that Feed Us: Farm Labor Legal and Legislative Issues Today and in the New Millennium" American Bar Association, 1999 Annual Meeting, Presidential Showcase, Atlanta, Georgia, August 6, 1999.
- Invited speaker, National Consumers League, Centennial Colloquium, Washington, D.C., May 16-20, 1999.
- Reply on Book Roundtable on Cindy Hahamovitch, *Fruits of Their Labor*, at SSHA, Chicago, Illinois, November 19-21, 1998.
- Keynote Address, Virginia Migrant Education Conference, June 19, 1997, Northampton, Virginia.
- "Work or Fight: Forced Labor in the World War I South," Southern Historical Association Meeting, Louisville, KY, November 9-12, 1994.
- "In the Valley of the Giant: Farm Labor and the State on the East Coast, 1930-1945," presented at the Newberry Seminar in Rural History 1991-1992 Series, The Newberry Library Family and Community History Center, Chicago, Illinois, April 25, 1992.
- "Toward a New Understanding of Labor and the State: The Development and Persistence of the East Coast Migrant Stream," State Historical Society of Wisconsin Labor History Conference, March 10, 1990.

PROFESSIONAL ACTIVITIES

- Member, Editorial Committee, *Labor: Studies in Working Class History of the Americas*, 2003– 2006.
- Member, Editorial board, *Encyclopedia of American Labor History*, 2004-2006.
- Member, Executive Board, Labor and Working Class History Association, 2002-2005.
- Council member, Omohundro Institute for Early American History and Culture, 2002-2005.
- Member, Advisory Council, Farmworker Justice Fund, Inc., 2004 - .
- Member, Editorial Committee, *Labor History*, 2001-2003.
- Member, H.L. Mitchell Prize Committee, Southern Historical Association, 2001-2002.
- Member, Pozzetta Award Committee (for Graduate Student Research in Ethnic and Immigration History), 2002-2005.
- Member, Philip Taft Prize Committee (awards prize for best book in Labor History), 1999-2002.
- Member, Southern Labor Studies Conference Program Committee, "Moving Workers: Migration and the South," Birmingham, Alabama, May 2004.
- Chair, Program Committee, Labor and Working Class History Association, 2000-2002 (member 1999-2001).
- Reviewer of manuscripts for *Agricultural History*, *Labor History*, *Labor: Working Class History of the Americas*, University of Illinois Press, Yale University Press, *Racial and Ethnic History*, McGraw-Hill Publisher, Worth Publisher, University of Texas Press, University of Florida Press.
- Co-Chair, Labor Network, Social Science and History Association, 1997-1999.
- Organizer, Southern Labor Studies Conference, September 25-28, 1997.

MAE M. NGAI

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EDUCATION

Columbia University
Ph.D. 1998 (awarded with distinction). Dissertation director: Eric Foner.
M.Phil. 1995
M.A. 1993
SUNY Empire State College
B.A. 1992

ACADEMIC EMPLOYMENT

University of Chicago, Department of History and the College, Associate Professor, 2005-;
Assistant Professor, 1998-2004.
Bard College, Dept. of History, Visiting Assistant Professor, Spring 1998
University of Pennsylvania, Dept. of History and Asian American Studies, Lecturer, Fall 1997
State University of New York, Empire State College, New York City, Lecturer, Spring 1997
Cornell University, Institute of Industrial and Labor Relations, New York City, Lecturer, Spring 1996

FELLOWSHIPS AND AWARDS

Radcliffe Institute for Advanced Study, Harvard University. American Fellow, 2003-04
Rutgers University, Center for Critical Analysis of Contemporary Culture. Visiting fellow, 2003-04 (declined)
University of Chicago, Community Services Center, faculty service award, 2003
University of Chicago, Social Science Division, faculty research grants, 2000-01, 2003-04, 2004-05
New York University, School of Law. Samuel Goleib Fellowship in Legal History, 2000-01
Social Science Research Council, International Migration Program. Post-doctoral fellowship, 1998-99
Organization of American Historians, Louis Pelzer Memorial Award, 1998

PUBLICATIONS**Books:**

Breaking the Rules: The Making of the First Chinese American Middle Class (work in progress, under contract with Houghton Mifflin)

Impossible Subjects: Illegal Aliens and the Making of Modern America (Princeton University Press, 2004).

Winner of:

2005 Frederick Jackson Turner Prize, Organization of American Historians

2004 Littleton Griswold Prize, American Historical Association

2004 Theodore Saloutos Book Prize, Immigration and Ethnic History Society

2004 First-book prize (co-winner), Berkshire Conference of Women Historians

Mae M. Ngai

Articles in peer-reviewed journals:

- "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the US, 1921-1965," *Law and History Review* 21 (Spring 2003).
- "The Architecture of Race in American Immigration Law: A Re-examination of the Immigration Act of 1924," *Journal of American History* 86 (June 1999).
- "Legacies of Exclusion: Illegal Chinese Immigration during the Cold War Years," *Journal of American Ethnic History* 18 (Fall 1998).

Essays in collected volumes:

- "Race, Ethnicity, and National Citizenship," *The Progressive Era Revisited*, ed. David Tanenhaus (Oxford University Press, forthcoming 2006).
- "An Ironic Testimony to the Value of American Democracy': Assimilationism and the Japanese American Internment of World War II," *A Contested Democracy: New Directions in American Political History*, ed. Manisha Sinha and Penny von Eschen (Columbia University Press, forthcoming 2006).
- "The Unlovely Residue of Outworn Prejudice': Revisiting the Hart-Celler Act of 1965," *Americanism: Essays on the History of an Ideal*, ed. Michael Kazin and Joseph McCartin (University of North Carolina, forthcoming 2006).
- "Du sujet colonial à l'étranger indésirable: la migration philippine entre exclusion et repatriement (1920-1940)," *L'esclavage, la colonisation et après...*, ed. Stéphane Dufoix and Patrick Weil (Paris: Presses Universitaires de France, 2005).
- "Braceros, 'Wetbacks', and the National Boundaries of Class," *Repositioning North American Migration history: New Directions in Modern Continental Migration, Citizenship, and Community*, ed. Marc S. Rodriguez (Shelby Cullom Davis Center for Historical Studies, Princeton University and University of Rochester Press, 2004).
- "Race, Nation, and Citizenship in Late Nineteenth Century America," *Race and Ethnicity in America: A History*, ed. Ronald Bayor (Columbia University Press, 2003).
- "From Colonial Subject to Undesirable Alien: Filipino Migration, Exclusion, and Repatriation, 1920-1940," in *Re/Collecting Early Asian America: Readings in Cultural History*, ed. Josephine Lee, Imogene Lim and Yuko Matsakawa (Temple University Press, 2002).
- "Who is an American Worker? Asian Immigrants, Race, and the National Boundaries of Class," *Audacious Democracy: Labor, Intellectuals, and the Social Reconstruction of America*, ed. Steven Fraser and Joshua Freeman (Houghton Mifflin 1997).
- "Labor-Management Cooperation in Urban Manufacturing," in *Unions and Workplace Change*, ed. Bruce Nissen (Wayne State University Press, 1997).

Book Reviews:

- Americanizing the West*, by Frank Van Nuys. *LABOR* (Fall 2004)
- Holding Up More than Half the Sky*, by Xiaolin Bao. *Labor History* 44 (January 2003).
- Japanese Pride, American Prejudice*, by Izumi Hirobe. *American Historical Review* (June 2002).

Stephen J. Pitti

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Yale University
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EMPLOYMENT:

2005- Professor of History and American Studies, and Director of Program in
 Ethnicity, Race, and Migration, Yale University
2003-2005: Associate Professor of History and American Studies, Yale University
1998-2003: Assistant Professor of History and American Studies, Yale University
1997-1998: President's Postdoctoral Fellow, Department of History, U.C. San Diego

EDUCATION:

1998: Ph.D. in U.S. History, Stanford University.
1994: M.A. in U.S. History, Stanford University
1991: B.A. in History, Yale College

WORKS-IN-PROGRESS:

The World of Cesar Chávez (in progress, contracted with Yale University Press)
Leaving California: Race from the Golden State (Book manuscript in process, in
 conversation with Harvard University Press)
The Latina/o History Project (Interpretation, discussion, and reviews in Latina/o
 History at www.latinohistory.com)

SELECTED PUBLICATIONS—BOOKS AND ARTICLES:

"Mexican Americans and the Cold War," forthcoming in *The Cold War in Latin America*,
 ed. Gilbert Joseph (Durham: Duke University Press, 2007).
"The Computer," in Marni Sandweiss and Ann Fabian, eds. *Western Things* (forthcoming,
 2007).
The Devil in the Silicon Valley: Mexicans and Mexican Americans in Northern California
 (Princeton, NJ: Princeton University Press, 2003).
"Building Transnational Ties: Mexicans in the United States," in Joseph Tuchin and
 Andrew Selee, ed. *Mexico's Politics and Society in Transition* (Lynne Rienner
 Press, 2003).

SELECTED UNIVERSITY, ACADEMIC, AND COMMUNITY SERVICE

Profession:

2006 Regional Program Committee, Organization of American Historians (2004-present)
Advisory Board, Bracero History Project, Smithsonian Institution, National Museum of American History (2005-present)
Taft Prize for Best Book in Labor History (2005, 2006)
Chair of the 2002 Wise-Susman Prize Committee, American Studies Association (2002)
Undergraduate Mentor for the Minority Undergraduate Research Fellowship (1999-present)

University:

Director of Ethnicity, Race, and Migration Program (2005-)
Director, ER&M Scholars Program for Postdoctoral and Predoctoral Fellows (2005-present)
Search Committee, Senior Scholar in Ethnic Studies (2005-2006)
Director of Undergraduate Studies for American Studies Program (2002-2005)
Search Committee for the Dean of Admissions of Yale College (2005)
Search Committee for Dean of Yale College (2004)
Executive Board, Howard R. Lamar Center for the Study of Frontiers and Borders (1999-present)
Steering Committee, Yale College (1999-2001)

Community and Schools:

New Haven Ward 1 Democratic Committee (October 2004-2005)
Summer Institute on Race and Citizenship, Connecticut Humanities Council, Wesleyan University, August 2006.
University of Delaware, Summer Institute for Teachers, July 2006.
Teaching American History Participant, Salem in History, Massachusetts, July 2006.
Yale-New Haven Teacher's Institute Seminar Leader (March 2006-July 2006)

RECENT CONFERENCES AND SYMPOSIA ORGANIZED

"New Work in Ethnic Studies," with Lisa Lowe, Rodolfo Acuña, Cathy Ceniza Choy, and Vijay Prashad
"Latina/o Studies Lecture Series" with Jesse Hoffnung-Garskof, Gabriela Arredondo, Eric Avila, and Paul Espinosa (2004-2005)
"Workers of the World: Who Wins and Who Loses in the New Globalization?" with David Bacon (2004)
"Media and the War in Iraq" with Larry Bensky (2003)

CURRICULUM VITAE

George J. Sánchez
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Program in American Studies & Ethnicity
Waite Phillips Hall 303
University of Southern California
Los Angeles, California 90089-4033

EDUCATION

June 1989	Ph.D. (History), Stanford University.
June 1984	M.A. (History), Stanford University.
June 1981	B.A., Harvard College. Honors in History and Sociology. Magna Cum Laude.

TEACHING EXPERIENCE

1999-present	Director, Program in American Studies and Ethnicity, University of Southern California.
1997-present	Associate Professor, Joint appointment in the Department of History and the Program in American Studies and Ethnicity, University of Southern California.
1993-1997	Director, Program in American Culture, University of Michigan
1993-1997	Associate Professor, History and American Culture, University of Michigan.
1988-1993	Assistant Professor, Department of History, UCLA.

SELECTED RECENT PUBLICATIONS

Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945
(New York: Oxford University Press, 1993) [Currently in its 8th printing]

"'Y tu que?': Latino History in the New Millenium," in Latinos! Remaking America, eds. Marcelo Suarez-Orozco and Mariela Paez (University of California Press and Harvard University's David Rockefeller Center for Latin American Studies, 2002)

"Working at the Crossroads: American Studies for the Twenty-First Century; Presidential Address to the American Studies Association, 9 November 2001," *American Quarterly* 54:1 (March 2002)

"Creating the Multicultural Nation: Adventures in Post-national American Studies in the 1990s," in Post-Nationalist American Studies, ed. John Carlos Rowe (University of California Press, 2000)

"Race, Nation, and Culture in Recent Immigration Studies," *Journal of American Ethnic History* 18:4 (Summer 1999)

"Race and Immigration History," *American Behavioral Scientist* 42:9 (June/July 1999), pp. 1271-1275

"Face the Nation: Race, Immigration, and the Rise Of Nativism in Late Twentieth Century America," *International Migration Review* 31:4 (Winter 1997)

SELECTED HONORS, FELLOWSHIPS, AWARDS & POSITIONS

Series Editor, "American Crossroads: New Works in Ethnic Studies," University of California Press. With Earl Lewis, Univ. of Michigan, George Lipsitz, Univ. of California, San Diego, Peggy Pascoe, Univ. of Oregon, and Dana Takagi, Univ. of California, Santa Cruz. 1994-present.

National Endowment for the Humanities Fellowship, Huntington Library, 2002-2003

President, American Studies Association, 2001-2002

Irvine Foundation Diversity Grant, 2001-04 - \$3.6 million for support of minority graduate students at USC

The John Randolph and Dora Haynes Foundation Fellow, 2000-2001

Rockefeller Senior Humanities Fellowship, Smithsonian Institution, 1999-2000

Local History Award, Historical Society of Southern California, 1997

Theodore Saloutus Memorial Book Award, Immigration History Society, 1994

Book Award of the Pacific Coast Branch, American Historical Association, 1994

Robert Athearn Book Prize, Western History Association, 1994

Debra Lattanzi Shutika

Assistant Professor
Department of English
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George Mason University
Fairfax, VA 22030
Phone: 703-993-1178
Fax: 703-993-1160
email: dshutika@gmu.edu
http://mason.gmu.edu/~dshutika

EDUCATION

Doctor of Philosophy, Folklore and Folklife.

Graduate Certificate in Urban Studies

The University of Pennsylvania Department of Folklore and Folklife, May 2001.

Primary area of study: Mexican transnational communities and the Sense of Place

Secondary area of study: Urban ethnography

Dissertation: *Bodies in Motion: Mexican Migration, Embodied Experience and the Sense of Place*

Master of Arts, Folklore and Folklife

The University of Pennsylvania Department of Folklore and Folklife, May 1998.

Primary area of study: Migration and Ethnic Studies, Latino Culture in the United States.

Secondary area of study: Urban Studies

Master of Arts, English Literature

George Mason University, May 1993.

Primary area of study: American Literature

Bachelor of Science in Nursing

West Virginia University School of Nursing, May 1987

ACADEMIC APPOINTMENTS

Assistant Professor, Department of English, George Mason University, Fairfax, VA. 2001—present.

Lecturer, University of Pennsylvania, Philadelphia, PA. Fall 2000.

Lecturer, MCP/Hahnemann University School of Medicine, Philadelphia, PA. Spring 2000.

Instructor, University of Pennsylvania, Philadelphia, PA. 1995-1998.

PUBLICATIONS

Beyond the Borderlands: New Destinations of Mexican Migration (book manuscript under contract at the University of California Press)

Since 1986, the U.S. has entered a distinct era of immigration characterized by increasing numbers of Mexican settlements outside the U.S.-Mexico borderlands and into new and diverse destinations across the nation. *Beyond the Borderlands* explores issues of migration, adaptation and local belonging through an in-depth analysis of everyday practices of Mexicans living in Kennett Square, Pennsylvania while simultaneously examining their ongoing ties to their home community, Textitlán, Guanajuato. This study illuminates the complexities of transnational migration and settlement while engaging with important questions about the nature of immigrant assimilation, subjectivity and community identity as well as the tensions brought about by an increasingly visible Mexican presence in the U.S.

Shutika, Debra Lattanzi. 2006. *Fueron al Norte y volvieron: La peregrinación del retorno (To El Norte and Back Again: The Pilgrimage of Return Migration)* Trans. Felipe Ortega Gomez. Moroleón, Guanajuato: Publicación de la Casa de Cultura. (80 pages)

Fueron al Norte is a Spanish language monograph that focuses exclusively on my field research in Mexico and the influence of international migration on the sending community.

- Shutika, Debra Lattanzi. forthcoming. *Cinco de Mayo: The Symbolic Construction of Local Politics and Ethnic Relations*. In *New Faces in New Places: The Changing Geography of American Immigration*. Douglas S. Massey, ed. New York: Russell Sage. (11,000 words)
- Shutika, Debra Lattanzi. 2006. *The Culture of Poverty Theory*. *The Encyclopedia of Appalachia*. Rudy Abramson and Jean Haskell, eds. Johnson City, TN: East Tennessee State University Press, 845-855.
- Shutika, Debra Lattanzi. 2005. *Bridging the Community: Nativism, Activism and the Politics of Inclusion in Kennett Square, Pennsylvania*. In *New Destinations: Mexican Immigration in the United States*. Rúben Hernández-Léon & Víctor Zúñiga, eds. New York: Russell Sage. 103-132.
- Shutika, Debra Lattanzi. 2003. *From Yellow Ribbons to Bridging the Community: The Transformation of Local Identity in a Pennsylvania Mexican Settlement Community*. *Practicing Anthropology*. Guest Editor: Alayne Unterberger. Special Issue: Anthropologists working with Farmworkers: Experiences from the Fields. (25) 1: 14-18.

ACADEMIC CONFERENCE PRESENTATIONS

- "There, and Back Again: The Pilgrimage of Return Migration." Annual meetings of the American Anthropological Association (Society for Latin American Anthropology invited presentation). Washington, DC. November 2005.
- "The Ambivalent Welcome: *Cinco de Mayo* and The Symbolic Expression of Local Identity and Ethnic Relations." Nervous Borders: The Annual Conference of the Cultural Studies Program. George Mason University. April 2005
- "*Cinco de Mayo* in Kennett Square, Pennsylvania: Symbolic Expression of Local Identity and Ethnic Relations" (invited presentation). Immigration to the United States: New Sources and Destinations. Russell Sage Foundation, New York, NY. February 3-4, 2005.
- "City of Exiles: Migration, Pilgrimage, and Festival in the Migrant Lifecycle." Annual Meeting of the American Folklore Society. Salt Lake City, UT. October 2004
- "*La Casa Vacía*: Meanings and Memories in Mexico's Abandoned Houses." Annual Meeting of the American Folklore Society. Albuquerque, NM. October 2003
- "Mind/Body/Place: Toward an Integrated Theory of Locality." Annual Meeting of the American Folklore Society. Rochester, NY. October 2002
- "From Yellow Ribbons to Bridging the Community: The Transformation of Local Identity in a Pennsylvania Mexican Settlement Community. Latin American Studies Association. Washington, D.C. September 2001
- "Embodied Agency: Social Action and the Politics of Being and Belonging in a Recent Mexican Settlement Community." V Congress of the Americas. Puebla, Mexico. October 2001
- "Narratives of Body and Place: Mexican Traditional Health Practices in Southeastern Pennsylvania." Annual Meeting of the American Anthropological Association. San Francisco, CA. November 2000
- "Creating Locality: Mexican Farmworkers' Strategies of Incorporation through Traditional Health Practices." Latin American Studies Association Meeting. Miami, FL. March 2000

FELLOWSHIPS, GRANTS AND AWARDS

- National Endowment for the Humanities Summer Stipend, 2006
- George Mason University Summer Research Funding, 2006
- Middle Atlantic Arts Foundation, Fall 2002 \$1500 for Cher Shaffer exhibit and lecture
- GMU University Life Grant, Fall 2002 \$500 for Cher Shaffer exhibit and lecture
- Sara Bowers Fund, 1999 \$10,000 grant for ethnographic research & summer field school for Latina/o students
- University of Pennsylvania School of Arts and Sciences Dissertation Fellowship, 1999-2000
- University of Pennsylvania Folklore Department Fellowship, 1997-98

Appendix J: Letters of Commitment

Advisory Board:

- Manuel Garcia y Griego, University of New Mexico
- Cindy Hahamovitch, The College of William and Mary
- Mae Ngai, Columbia University
- Stephen Pitti, Yale University
- George Sanchez, University of Southern California
- Debra Lattanzi Shutika, George Mason University

Bracero Heritage Meeting Hosts:

- José Alamillo, Comparative Ethnic Studies, Washington State University
- Bob Bussel, Labor Education and Research Center, University of Oregon
- Larry Kleinman, Pineros y Campesinos Unidos del Noroeste
- Ramon River-Servera, Herberger College of Fine Arts, Arizona State University

Continuing Support, Previous Bracero Heritage Meeting Hosts:

- Carmela Garnica, Escuela De La Raza Unida
- Jonathan Yorba, La Plaza de Cultura y Artes Foundation
- Jeffrey Gilles, National Steinbeck Center Museum

Institutional Participation:

- Peter Liebhold, National Museum of American History
- Matt Garcia, Center for the Study of Race and Ethnicity, Brown University
- Dorothea Salo, Digital Repository Services, George Mason University
- University of Texas, at El Paso

Appendix K: Letters of Support

- Gilbert Gonzalez, University of California, Irvine
- Vicki Ruiz, University of California, Irvine

6. HISTORY OF GRANTS

National Museum of American History:

In 2005, the Bracero History Archive received \$48,000 in Federal Money from the Smithsonian's Latino initiatives Pool. NMAH matched this with \$15,000 in Trust Funds. Combined this money allowed us to: fund travel to hold planning conferences, conduct research and to hold Collection Days and conduct oral histories; fund the stipend for one graduate level intern; pay for translation of materials for the web site; order supplies for conducting oral histories; print publicity postcards; and co-host a scholarly conference with UTEP. In addition, 2 FTE federal staff time was devoted to the project, and the time many interns throughout the year.

In 2006, NMAH Trust funds have contributed \$2500 for travel to hold Collection Days and for media advisories. 1.5 FTE federal staff time is being devoted to the project during this fiscal year as well as the time of many interns throughout the year.

University of Texas at El Paso, Institute of Oral History:

An ambitious oral history project launched in the summer, 2002, by UTEP's Institute of Oral History and funded by a \$150,000 grant from the Ford Foundation has resulted in an extensive collection of over 200 oral history interviews and dozens of related photographs and documentary material offering fascinating details of the lives of braceros as well as intriguing insight into a number of immigration issues.

7. CONSULTANTS AND ADVISORY BOARD MEMBERS

Advisory Board:

- LM García y Griego, Department of History and Director, Southwest Hispanic Research Institute, University of New Mexico
- Cindy Hahamovitch, Department of History, The College of William and Mary
- Mae Ngai, Department of History, Columbia University
- Stephen Pitti, Departments of History and American Studies and Director of the Ethnicity, Race, and Migration Program, Yale University
- George Sanchez, Departments of History, American Studies and Ethnicity and Director of the Center for Diversity and Democracy, University of Southern California
- Debra Lattanzi Shutika, Department of English, George Mason University

Letters of Support:

- Gilbert Gonzalez, Chicano/Latino Studies, University of California, Irvine
- Vicki Ruiz, Department of History and Chicano/Latino Studies, University of California, Irvine