



## Application for Professional Development Grant in Internationalization



*Brought to you by the Internationalization Steering Committee (ISC),  
part of the Internationalization Initiative at PCC*

**Name:** Israel Pastrana

**Department:** History

**Campus:** Rock Creek

**Email:**

**Phone:**

**(number that will work during campus closure)**

**Check one:** ☒ FT faculty ☐ PT faculty

- Projects can be modification of course materials, new course materials, or another project that adds an internationalization component or international focus to a course. We encourage you to be creative!
- Award amounts are expected to be between \$500 and \$1000, depending on the complexity of the project, the potential benefit for students, and the potential for use by multiple courses or instructors.
- Submissions become property of PCC and may be used as examples for future grant applications, on the PCC website, or otherwise shared inside or outside of PCC.
- Applicants will be expected to present about their project at a future meeting, to be determined in collaboration with the ISC (Internationalization Steering Committee).
- Applications will be reviewed and awards determined by members of the ISC.
- Applicants who are selected for an award will be asked to sign a MOU (Memorandum of Understanding). Payments will be made after the project is completed and a final report is submitted.
- All work must be completed by the end of Spring Break 2021 (March 28).

**Please answer the questions on the next page. Add extra space  
or additional pages as needed.**

- **Title of project**

Teaching the Bracero Program

- **Description of project (about 200-500 words).**

The Bracero Program was a bilateral agreement between the United States and Mexico that oversaw the recruitment and importation of over 5.5 million Mexican men to work on American farms between 1942 and 1965. It is no exaggeration to say that the Bracero Program was the single most important development in twentieth-century U.S.-Mexico relations, having shaped migration and settlement patterns that continue to this very day. This is especially true in our local community of Washington County, where in the 1950s the Bracero Program set into motion the demographic transformations that make ours the most racially and ethnically diverse county in the state.

Nowhere are these demographic trends as visible as they are in the racial and ethnic diversity of our student body at PCC Rock Creek, where nearly 1 in 5 students are Latinx. Informed by culturally-responsive teaching practices and with the explicit goal of meeting the curricular needs of our Latinx students, I propose to create a digital teaching guide that can be used by instructors to incorporate knowledge of the Bracero Program and its connection to local history into their curriculum.

The Teaching Bracero History guide will include an overview essay that outlines the basic history of the Bracero Program, with an emphasis on the bracero experience in Oregon and the Pacific Northwest. Included along with the essay would be an interactive timeline of the Bracero Program with hyperlinks to external resources about key moments or events in bracero history. A bibliography will contain suggestions for further reading.

The bulk of the teaching guide will be a curated set of online resources related to the Bracero Program that will be organized by discipline or focus area. Among the curated resources will be links to short videos and full-length documentaries, oral histories and archival document collections, photographs, statistical data, song recordings, and myriad other types of media that are freely available online. In addition to these curated resources, the teaching guide will also contain links to lesson plans, graphic organizers, discussion questions, research projects, essay prompts, and other teaching resources. All links will include a brief annotation that describe the resources and offer suggestions for how to use them.

Because the Bracero Program intersects with so many important ideas, themes, and concepts, the resources and design of the teaching guide will be explicitly interdisciplinary. As such, I think that the resources in the guide will be useful to instructors in a range of courses, including but not limited to: Art, Chicana/Latina Studies, Economics, Ethnic Studies, Geography, History, Health Studies, Humanities, International Studies, Literature, Political Science, Social Justice, Spanish, Sociology, Women's and Gender Studies.

- **Please provide a brief answer to each of the following:**

- a. What is it you hope to gain from completing this project? How will it benefit your students?**

My hope is that the project provides an accessible entry point into culturally-responsive teaching by providing instructors with curricular and instructional resources about the Bracero Program. Beyond that, my hope is that instructors who use these resources will create a community of practice where they can share their experiences and learn from each other. Finally, I hope that this teaching guide serves as a model and inspires other instructors to share their expertise by creating teaching guides of their own on other relevant topics.

While I believe—and research firmly supports this—that all students benefit from culturally-responsive teaching practices, I am particularly interested in the benefits that the project may hold for Latinx students. These students are not only underserved by our institution (a fact reflected in the College's data on "equity gaps"), but they also rarely get to see themselves or their history reflected in the courses they take. This project aims to address these gaps by both centering Latinx history through rigorous study of the Bracero Program, but also by creating opportunities for curricular convergences across disciplines.

- b. Is this project replicable? (preference will be given to projects that can be used in more than one course or by more than one instructor). Please explain.**

The learning unit and lesson plans that I create will be available to any instructor at the college who wishes to use them. The teaching guide will be designed to allow instructors to select the resources that best need their instructional needs. With additional support and collaboration from the Teaching Learning Centers and relevant subcommittees of the District Leaders of Diversity Council, the teaching guide could also be used to facilitate cohort-based working groups for

culturally-responsive teaching practices.

**c. How would you be able to share what you have done with other faculty at PCC?**

I am happy to make the Teaching Bracero History guide available to any instructor at the College who wishes to use it. I would also be open to sharing the project at the Anderson Conference or during Teaching Week before the start of Fall Term. I would also offer to lead a cohort or working group of instructors who wish to use the teaching guide and want to receive mentorship and support on how to do so. Ideally, this group would also have the support of instructional deans and other stakeholders to compensate part-time faculty who wish to be a part of the cohort.

**d. Is there anything in your background or experience that will help you to accomplish this project?**

I studied the history of the Bracero Program in my doctoral program and received research fellowships from the Smithsonian Institution's Latino Studies Program and the Bancroft Library at UC Berkeley to complete dissertation research on the topic.

More importantly, I am descended from a bracero and have seen much of its history unfold in the life of my grandfather, whose story I tell in this article: <https://www.pcc.edu/news/2016/11/israel-pastrana/>. I have also shared my family's history of migration and its connection to the Bracero Program in a number of different settings, most recently as part of the Lake Oswego Reads Program. You can read more about my presentation here: <https://www.ci.oswego.or.us/loreads/contemporary-history-immigration-225>

**Please email your completed application to: Ron Bekey, ISC Chair, [rbekey@pcc.edu](mailto:rbekey@pcc.edu) by Sunday January 10, 2021 at midnight.**