

**ANTH 329 U.S. Immigration and Farmworkers,  
Class Time: Tues., Thurs. 2:00 – 3:20 PM, CRN 16159  
229 McKenzie Hall**

**Professor Lynn Stephen**

**316 Condon Hall, Department of Anthropology**

**Office hours: Tuesdays, 3:30 – 4:30 p.m , Thursdays 10-11 a.m. or by appointment**

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**GEs, Offices in 366 Condon (enter 365 go right)**

**Sofia Vidal-Vicente, [svicente@uoregon.edu](mailto:svicente@uoregon.edu), Office hours: Mon & Wed., 10:00 to 11:00 a.m.**

**Emily Masucci, [emasucci@uoregon.edu](mailto:emasucci@uoregon.edu), Office hours: Wed. 11:00 a.m. to 1:00 p.m.**

**Course Description:** Focus on western racial and immigration history and U.S.-Mexico relations as a window on understanding issues of Mexican and Central America immigration, differences among immigrants, current and historical immigration policy and debates, and farmworker movements and cultures.

**Course Content/Expanded Description:** Immigration is one of the most contentious issues in the United States today. While the entire population in the U.S. with the exception of Native Americans are immigrants or the descendants of immigrants, both the history of immigration in the U.S. and current policy are the nexus of heated debates weaving together national and regional ideas about race, class, nation, gender, and citizenship. This class will use the history of immigration in the western part of the U.S. and the particular experience of Mexican and Central American immigration as a way of understanding the larger issues at stake in the current immigration debate, histories of slavery, forced labor, detention and deportation, and U.S.-Mexico and U.S.-Central American relations. Secondly, we will explore the relation of immigration policy to labor issues through looking at the history of farmworkers in California and Oregon.

Today in the state of Oregon, Mexican and Central American farmworkers are the backbone of the booming agricultural sector. Increasingly, the farm labor force is made up of indigenous immigrants--primarily from the southern Mexican state of Oaxaca but also from several departments in Guatemala. While these developments may appear to mark a "new" era in migration to the state, in fact there is a long history to Mexican presence in the Northwest. Through using the state of Oregon as a primary focus along with California, this class will look historically at the experience of Mexican and to some degree Central American migrants and immigrants in the United States. Our understanding of the historical experience of workers will be framed by looking at how the United States used territorial control and immigration policy to regulate labor flows, wages, and the politics of belonging in the United States. We will also explore how Mexican and Central American migrants and immigrants have created transborder communities which link families together across multiple locations in the U.S. and Mexico. Issues of race, ethnicity, and gender within these communities and in relation to the larger context they exist in will also be explored.

Finally, we will explore farmworker and immigrant and anti-immigrant social movements as a way of looking at how immigrant workers and others have responded to and in turn influence the larger structural forces of immigration law and U.S. trade and economic

policy. A special class session on Mixtec indigenous hip/hop with rapper Ina Isu will bring home issues of popular culture and the links between immigration and a range of social issues.

**Learning Objectives:** After successful completion of this class, students will be able to:

- a. Write descriptions of the concepts of colonialism, expansion, labor recruitment, racial/ethnic hierarchies, labor segmentation, social movements, and popular culture;
- b. Name specific events, laws, and processes found within the state of Oregon and the U.S. west and place Latinx and other immigration histories in that context;
- c. Describe U.S. immigration and labor recruitment policy in the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries;
- d. Name the different social movements linked to immigration and farmworkers in the U.S. and their similarities and articulate their differences;
- e. Describe how a labor union works and the kinds of historical exclusions that have pertained to farmworkers in U.S. law and labor policy;
- f. Provide historical and contemporary perspectives on the different sides to current immigration debates in the U.S. with special attention to recent Central American immigration.

**Course Mechanics:** This course contains both lectures and discussion sections. The lectures emphasize background, theoretical concepts, and case studies. The discussion sections will give students the chance to deepen their understanding of concepts and examples explored in lectures and also to do exercises related to the material for that week. Students will participate in group projects organized through their discussion sections. Discussion section attendance and exercises will count in course grading scheme as specified below. A Canvas site will be maintained for this class. The course syllabus, midterm paper instructions and final exams, class readings, websites, film clips, discussion questions, and other relevant materials will be posted by week under “modules” for this class. When you register for the class you will automatically be enrolled to the site. All problems concerning the use of Canvas will be handled at the ITC center in Knight Library. You are responsible for using the site and for retrieving course materials from it and for printing out materials such as weekly discussion questions prior to meeting in your assigned discussion section.

## **ASSIGNMENTS AND GRADING**

Students are expected to read all required readings, actively participate in class discussions and workshops, and complete the following assignments:

- Attendance in discussion sections and class (5 percent)
- 4 quizzes (5 percent each, 20 percent)
- Midterm exam (25 percent)
- Group project in section (20 percent)
- Final Exam: Short Essays (30 percent)

**Grading Scale**

<b>A+</b> = 98-100%	<b>A</b> = 93-97.9%	<b>A-</b> = 90-92.9%
<b>B+</b> = 87-89.9%	<b>B</b> = 83-86.9%	<b>B-</b> = 80-82.9%
<b>C+</b> = 77-79.9%	<b>C</b> = 73-76.9%	<b>C-</b> = 70-72.9%
<b>D+</b> = 67-69.9%	<b>D</b> = 63-66.9%	<b>D-</b> = 60-62.9%
<b>F</b> = < 59.9%		

**If the class is taken P/NP, a C- or higher is required to pass the course**

**Expected levels of performance:**

A: students demonstrate a detailed knowledge of the course material, including analytical procedures, and theoretical concepts; a demonstrated ability to integrate this material within an analytical framework.

B: students demonstrate substantive knowledge of the course material, including analytical procedures, and theoretical concepts; an ability to integrate this material within an analytical framework.

C: students demonstrate reasonable knowledge of the course material, including analytical procedures, and theoretical concepts; an adequate ability to integrate this material within an analytical framework.

D: students demonstrate basic knowledge of the course material, including analytical procedures, and theoretical concepts; a basic ability to integrate this material within an analytical framework.

F: students demonstrate minimal knowledge of the course material; make little or no effort to integrate this material within an analytical framework; poor written communication skills; an inadequate ability to integrate this material within an analytical framework.

UG Educational activity	UG Hours	UG Comments (if any)
Course attendance	30	20 lectures/discussions@1.5 hours each
Discussion Sections	10	1 hour per week
Assigned readings	40	4 hours per week, average of 75 pages/week (varies with material)
Written Assignments	30	Midterm, final, material for group presentations
Studying for quizzes, tests	15	1.5 hrs. /week
Group Presentation prep	5	.5 hour / week
<b>TOTAL HOURS</b>	<b>130</b>	

UG Assessment type	% of grade	UG Description (if any)
4 quizzes (5% each)	20 percent	Short essay question, in class
Midterm	25 percent	Requires readings from first 5 weeks
Group Presentation	20 percent	Done in discussion sections
Attendance	5 percent	In sections, lecture
Final exam	30 percent	Short answer, short essay
<b>TOTAL</b>	<b>100</b>	

PLAGIARISM IS NOT PERMITTED IN THIS CLASS. Plagiarism consists of turning in a paper or exam or exam question written by someone else, taking something written in a book by someone else and including it in a paper without quotation marks, and paraphrasing parts of books as if they were your own. This includes anything that is on the Internet in electronic form, power point slides used in class lectures, as well as in printed form. If you are quoting more than four words, put quotation marks around it and footnote it. Even if you note something in your bibliography and fail to put quotation marks around it in the text, it is still plagiarism. Any plagiarized papers will receive an F. No negotiations.

**Incomplete Policy.** No incompletes will be given in this class except in relation to extreme circumstances such as a documented critical illness (mental or physical). If you have a serious issue that comes up and causes delays in your assignment or interrupts your attendance please see us immediately and tell us what is going on as soon as you can. Please do not wait until the term is over or nearly over. If you register for the class and do not complete the assignments and do not communicate and attain my agreement for the specific terms for granting you an incomplete, you will be given credit for the work you turned in and receive an F for work not turned in. This will be calculated as part of your final grade.

In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at [http://registrar.uoregon.edu/incomplete\\_policy](http://registrar.uoregon.edu/incomplete_policy)

### **Open Learning Environment**

The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Our classroom has a culture of inclusion and respect. The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as, outlined in the handbook on the Office of Affirmative Action and Equal Opportunity. <http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf>

### **Welcoming Campus and Classroom**

This classroom embraces everyone and all immigration statuses and we will actively work to create a safe and inclusive space for those who need open support for their own and their family’s immigration status. Consistent with the statement of UO President Michael Schill of September 4, 2017: *Regardless of what happens in our nation's capital, I want to again make very clear that the University of Oregon supports every student, regardless of immigration status. Every person on our campus is valued and welcomed because of and not despite their diversity of thought, race, culture, background, religion, gender identity, sexual orientation, and birthplace. Our many differences enrich this institution's learning environment, enhance the student experience, and are essential to our mission of teaching, research, and service.*

### **Accessible Education**

The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Accommodations will be made for all students needing them in consultation with that student and any other support team members.

### **Computer and Other Electronic Devices Policy**

The use of laptops and other portable computer devices (e.g., phones, etc.) will be permitted when we are using them for a class activity or to take notes. A better option for note-taking is to buy a bound notebook and handwrite notes. You retain more of this knowledge than when you are writing on a computer.

**Late papers and exams will be graded down one full letter grade.**

**Class attendance.** Because this class has many speakers and a high level of student participation, attendance for every class is important. If you miss more than two classes your class participation grade will be an F unless you are ill.

**Required Books to be purchased at bookstore, online, Smith Family Bookstore or other Source.**

Boehm, Deborah. Returned: Going and Coming in an Age of Deportation. Berkeley: University of California Press, 2016.

Chibas, Marissa. Shelter. Southgate, CA: Lulu Press, Inc.

Holmes, Seth. Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley: University of California Press, 2013.

Stephen, Lynn. Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon. Durham and London: Duke University Press, 2007.

**I. Immigration, The Border, and Who Belongs in America?**

T 9/26/17 Introduction to Class. Creation of immigration timeline for class. Reports on family migration patterns of people in class. Class divides into groups, each creates their own timeline, presents results to class. We will scan and post the results to Canvas site under the week 1 module. Also, each person takes the immigration test proposed by President Trump under week 1 module.

Th 9/28/17 Class Dialogue/Encounter. Whose country is this? Why do we defend the border? What does it accomplish and represent? What do immigrant workers contribute? Who benefits from immigrant labor, tax payments, business and cultural contributions? Why do people migrate to the U.S. from Mexico and Central America? What risks do they take? What are the conditions they come under? Why should they receive asylum if fleeing violence? What is DACA? What will happen for students with DACA now that it has been terminated? How can we provide support for DACA recipients and others who have undocumented status? Why is this important to do?

FILM: Death on a Friendly Border

**Read:** All PDFS on Canvas under Week 1 Module: Introduction, Chapters 1, 2, from *The Land of Open Graves: Living and Dying on the Migrant Trail* by Jason de Leon (pp. 1-61) PDF on Canvas under Week 1 module; Why Central American Children are Fleeing their homes (7 pages), PDF on Canvas under Week 1 module; American Immigration Council, The Dream Act, DACA, and Other Policies Designed to Protect Dreamers, PDF on Canvas under Week 1 Module.

*Returned*, by Deborah Boehm, pp. 1-47.

## II. Historical Exclusions: Roots of Immigration Policies

T 10/3/17 Slavery, Anti-Black Racism, and Sharecropping

**Read:** Karla Mari McAnders, “Immigration Enforcement and the Fugitive Slave Acts: Exploring Their Similarities.” Catholic University Law Review, 61(4): 921-953, 2012. PDF on Canvas, Week 1 Module.

**Read:** <http://www.pbs.org/tpt/slavery-by-another-name/themes/sharecropping/>

Watch three short videos

Debt Slavery: The Forgotten History of Share Cropping by Devon Douglas Bowers. The Hampton Institute. November 7th, 2013 <http://www.hamptoninstitution.org/sharecropping.html>

Film Section: “Slavery by Another Name.”

Th 10/5/17 Native Peoples of the Northwest and California in the history of U.S. agriculture

**Read:** Martha Menchaca, “Political Relations and Land Tenure Cycles in Santa Paula: Chumash Indians, Mexicans and Anglo Americans.” in The Mexican Outsiders: A Community History of Marginalization and Discrimination in California, pp. 1-30. Austin, University of Texas Press, 1995. PDF on Canvas under module for Week 3.

Paige Raibmon, “Picking, Posing and Performing: Puget Sound Hop Fields and Income for Aboriginal Workers,” pp. 74-97 in Authentic Indians: Episodes on Encounter from the Late -Nineteenth Century Northwest Coast. Durham: Duke University Press, 2005. PDF file Canvas under module for Week 3.

EVENING EVENT: MARIA HINOJOSA



### III. The Erasure of Mexico, Mexicans in the U.S. and Immigration Policy

T 10/10/2017 The Invasion of Mexico, the Expansion of U.S Territory.

**Read:** Treaty of Guadalupe Hidalgo

<http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>

Background, map, and original copy of Treaty of Guadalupe Hidalgo

<http://www.loc.gov/rr/hispanic/ghtreaty/>

The Gadsden Purchase (document at end of website) <http://www.gadsdenpurchase.com/>

Howard Zinn, “We Take Nothing by Conquest, Thank God.” In A People’s History of the United States. New York: The New Press, 1997.

<http://libcom.org/a-peoples-history-of-the-united-states-howard-zinn/8-we-take-nothing-by-conquest-thank-god>

Th10/12/2017 The History of Immigration Legislation and Farm Labor in the U.S.

**Read:** Phillip Martin, “History of Farm Labor,” in Promise Unfulfilled: Unions, Immigration & the Farm Workers, pp. 32-56. Ithaca: Cornell University Press, 2003. PDF file on Canvas, Week 3 module

Walter A. Ewing. “Opportunity and Exclusion: A Brief History of U.S. Immigration Policy” Immigration Policy Center, 2012. PDF file on Canvas, Week 3 module

Ruth Gomberg-Muñoz, “Grounds for Exclusion: the U.S. Immigration System,” in Becoming Legal: Immigration Law and Mixed-Status Families, pp. 16-45. Oxford: Oxford University Press. PDF File on Canvas, Week 3 module.

Lynn Stephen, Transborder Lives, pp. 63-94 (Chapter 3.)

#### **AFTER CLASS EVENT: Walidah Imarisha**

**“Why Aren’t There More Black People in Oregon?: A Hidden History”**

**Talk followed by Q&A**

**Thursday, October 12, 2017**

**3:30 – 5:00 PM**

**John E. Jaqua Academic Center for Student Athletes**

**Harrington Auditorium**

**1615 East 13th Ave., UO campus**

#### IV. The Bracero Program and Subsequent Migration

T 10/17/17 The Bracero Programs. The beginning of 20th century immigration policy and the seeding of transnational communities.

**Read:** Los Braceros: 1942-1964, Official Bracero Agreement and visit web site <http://www.farmworkers.org/benglish.html>

Erasmus Gamboa. Braceros in the Pacific Northwest: Laborers on the Domestic Front, 1942-1947. Pacific Historical Review 56 (93): 378-398. (August, 1986). PDF on Canvas under module for Week 4.

Lynn Stephen, Transborder Labor Lives: Harvesting, Housecleaning, Gardening, and Childcare. Transborder Lives, pp 95-172.

#### WEBSITES TO VISIT:

Columbia River Basin Ethnic History Archive ([CRBEHA](http://www.vancouver.wsu.edu/crbeha/)), a project of Washington State University Vancouver, the Idaho State Historical Society, Oregon Historical Society, Washington State Historical Society, and Washington State University Pullman. Mexican Americans in the Colombia Basin.

<http://www.vancouver.wsu.edu/crbeha/ma/ma.htm>

Bracero History Archive

<http://braceroarchive.org/>

Braceros in Oregon Digital Photo Collection

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

Harvest of Shame: [https://www.youtube.com/watch?v=yJTVF\\_dya7E](https://www.youtube.com/watch?v=yJTVF_dya7E)

Watch the entire original broadcast of one of the most celebrated documentaries of all time, 1960's "Harvest of Shame," in which Edward R. Murrow exposed the plight of America's farm workers.

Th. 10/19/17 Farmworker Unions and Transborder Communities

**Read:** Lynn Stephen, Chapter 5: "Surveillance and Invisibility in the Lives of Indigenous Farmworkers in Oregon," and Chapter 8 "Grassroots Organizing in Transborder Lives," in Transborder Lives, pp. 173-177, 231-273.

PCUN leaders visit class

## V. Race, Ethnicity, And Violence: Indigenous Immigrants and Central American Children

T 10/24 /17 Racial and Ethnic Hierarchies in the Mexican Immigrant Community

**Read:** Lynn Stephen, Transborder Lives, pp. 1-62 “Navigating the Borders of Racial and Ethnic Hierarchies” in Transborder Lives pp. 209- 230. MIDTERM ASSIGNMENT PASSED OUT

**Required Event: Define American: My Life as an Undocumented Immigrant**  
**Tuesday, October 24 at 7:00pm**  
**Straub Hall, Room 156**

**1451 Onyx Street, Eugene, OR 97403**

**Featuring Pulitzer-prize winning journalist and founder of Define American, Jose Antonio Vargas. Vargas will discuss how American identity and citizenship are construed in culture and policy through the telling of his own story.**

Th 10/26/17 Central American Child Migrants: Why do They Come, What do they Experience?

**Read:** Whose Child am I, pp. 1-52, PDF on Canvas on Week 5 module, Crime, Violence Driving Migration from Central America: Reports by Mike LaSusa, PDF on Canvas in Week 5 module

Film Clip: Which Way Home?

**EVENT: October 27<sup>th</sup>. 184 Knight Law Center. Locked Up and Shut Out: How Mass Incarceration and Mass Deportation Are Intertwined**

12-2 p.m.: Brown bag lunch and public discussion

2-4 p.m.: Scholarly symposium

## VI. The Power of Stories: Organizing and Communication

T 10/31/2017

Special Guest. Wayne Morse Chair Jose Antonio Vargas. How do you use storytelling to organize? How can narrative build bridges in understanding immigration experiences?

Th 11/02/2017 Understanding the Migration of Central American Children Through Theatre.

**Read:** Shelter, pp 1-77. Each section will read one of the chapters. We will do some preliminary readings in class that will be continued in Sections.

## VII. Farmworker Health, Race and Farming Labor Relations

T 11/7/17 Segregation and Labor Hierarchies.

**Read:** Seth Holmes, Fresh Fruit, Broken Bodies, p. 1-110  
 Video conference with Seth Holmes

Th 11/09/17 Health Challenges for Workers and Their Encounters with the Medical System

**Read:** Seth Holmes, Fresh Fruit, Broken Bodies, pp. 155-182 (recommend pp. 110-155).

### **VIII. Gender Relations at Work and Home in Immigrant Families**

T 11/14/17 Gender in Transborder Families

**Read:** Lynn Stephen, Transborder Lives, pp. 178-208. **Film:** Letters From the Other Side(on reserve).

Th 11/16/17 Understanding the Roots and Experiences of Mexican indigenous immigration through RAP

Class visit by Mixtec Hip Hop Artist Una Isu

Please preview these videos on youtube (also on Week 8 module in Canvas).

[Una Isu-Mixteco es un lenguaje \[Video Oficial\] \(Prod. Pro Beats Central\)](#)

[Una Isu-Quisieron \[Prod. Esteban\]](#)

[Rap Migratorio \(parte 2\)](#)

### **IX, X. Deportation and Return**

T 11/21/17 What happens to Families with Deportation? How do People Feel?

**Read:** Boehm, chapter 3, 4, pp. 52-96.

Skype conversation with author Deborah Boehm

Th 11/23/17 Happy Thanksgiving!

T 11/28/17 Returned: Putting Life Back Together after Deportation

**Read:** Boehm, chapter, 5, 6, epilogue. 97-152.

Take-Home Final Passed Out

Th 11/30/2017 Review and wrap-up

TAKE HOME FINAL DUE at Final Exam time, Tuesday December 5<sup>th</sup> at 12:30 p.m. or earlier.