ANTH 329 U.S. Immigration and Farmworkers,
Class Time: Tues., Thurs. 2:00 – 3:20 PM, CRN 16128
32 Tykeson Hall

Professor: Lynn Stephen
Office: 316 Condon Hall, Department of Anthropology
Office hours: Tuesdays, 3:30 p.m. – 4:30 p.m.
Thursdays 10 a.m. – 11 a.m. or by appointment
Contact Info: 541-346-5168, stephenl@uoregon.edu

GE: Timothy Herrera,
Office: 366 Condon (enter 365 go right)
Office hours: Wed., 11am-12 p.m., Thurs., 1-2 p.m.
Contact Info: therrera@uoregon.edu

We support all students regardless of national origin or immigration status

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. The entire population in the U.S., with the exception of Native Americans, is made up of immigrants or the descendants of immigrants or descendants of slaves who came through the forced migration of the Middle Passage. 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. Secondarily, 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 structural forces of immigration law and U.S. trade and economic policy.

**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\(^\text{th}\), 19\(^\text{th}\), and 20\(^\text{th}\) 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

A+ = 98-100%  
A = 93-97.9%  
A- = 90-92.9%  
B+ = 87-89.9%  
B = 83-86.9%  
B- = 80-82.9%  
C+ = 77-79.9%  
C = 73-76.9%  
C- = 70-72.9%  
D+ = 67-69.9%  
D = 63-66.9%  
D- = 60-62.9%  
F = < 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.
<table>
<thead>
<tr>
<th>UG Educational activity</th>
<th>UG Hours</th>
<th>UG Comments (if any)</th>
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<tbody>
<tr>
<td>Course attendance</td>
<td>30</td>
<td>20 lectures/discussions@1.5 hours each</td>
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<tr>
<td>Discussion Sections</td>
<td>10</td>
<td>1 hour per week</td>
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<tr>
<td>Assigned readings</td>
<td>40</td>
<td>4 hours per week, average of 75 pages/week (varies with material)</td>
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<tr>
<td>Written Assignments</td>
<td>30</td>
<td>Midterm, final, material for group presentations</td>
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<tr>
<td>Studying for quizzes, tests</td>
<td>15</td>
<td>1.5 hrs./week</td>
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<tr>
<td>Group Presentation prep</td>
<td>5</td>
<td>.5 hour / week</td>
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**TOTAL HOURS** 130

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

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 and Section Attendance. Because this class has many speakers and a high level of student participation, attendance for every class is important. Five percent of your grade is class and section attendance. I will do spot attendance checks in class; attendance will be taken at every section.

Extra Credit: Periodically there will be opportunities to attend public events with content related to the class. If you attend the event and turn in a two-three page essay about the event you can earn up to 2 percent overall extra credit.
Required Books to be purchased at bookstore, online, Smith Family Bookstore or other Source.

  • Available as an eBook for free through UO Libraries: https://library.uoregon.edu/


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ALL READINGS ARE LISTED BELOW THE DATE YOU ARE TO READ FOR

I. Introduction: Your story, key current issues in immigration today

  T 10/01/19 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 (No reading).

  Th 10/03/19 Mini Teach In. Five Current Issues in Immigration.
  1. DACA, What is it and what does it mean for people who have it? What kind of threat is it under?
  2. Attacks on the right to asylum and access to it.
  3. Putting refugee and migrant families and children in detention.
  4. Why are people fleeing Central America and seeking asylum in the U.S?
  5. How is climate change linked to migration?

Read all short articles on Canvas under Week 1. For class come prepared to have a flash meeting with others around you on two of these topics. After flash meetings we will then open up the conversation to the entire class.

II. Historical Exclusions

T 10/08/19 Settler Colonialism, Labor, and Incarceration: Perspectives from California and the Northwest.


Th 10/10 Debt Peonage, Share Cropping, Prison Labor and Prison Economies:


Film Section: “Slavery by Another Name.” Shown in class.

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

T 10/15/2019 The Invasion of Mexico, the Expansion of U.S Territory.

**Quiz #1 in class**

Read: (1) Treaty of Guadalupe Hidalgo
http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975

(2) Background, map, and original copy of Treaty of Guadalupe Hidalgo
http://www.loc.gov/rr/hispanic/ghtreaty/

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


(5) Start to Read Under the Feet of Jesus (pp. 1-90)

Th10/17/2019 The Back History to Under the Feet of Jesus: The Bracero Program and Farmworker Unions.


(4) Under the feet of Jesus: pp. 1-90.

**WEBSITES TO VISIT:**


Bracero History Archive: [http://braceroarchive.org/](http://braceroarchive.org/)


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.

**IV. Latinx Immigrant Farmworkers and Gardeners: Under the Feet of Jesus, Huerto de la Familia**

T 10/22/19 Helena Viramontes Class Visit. NOTE: CLASS MEETS IN EMU CRATER LAKE ROOM. PLEASE ARRIVE ON TIME!! Attendance will be taken.

**Read:** (1) Under the Feet of Jesus, pp. 91-176.
Th 10/24/19 Community Gardens and Latinx Immigrant Health, Well-being and Entrepreneurship. Class visit by Marissa Zarate, Executive Director of Huerto de la Familia, Context and introduction by Tim Herrera.

Read: (1) Diego Thompson, “Somos del campo”: Latino and Latina gardeners and farmers in two rural communities of Iowa — a Community Capitals Framework approach. PDF on Canvas under Week Four Module.

V. Immigration Policy and Farmworker Unions

10/29/19 Increasing Exclusions in U.S. Immigration and Implications for Workers

**Quiz #2 in class**


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

10/31/19 Farmworker Unions and Transborder Communities


Reyna López, PCUN Executive Director visits class, https://pcun.org/2018/02/pcun-has-a-new-executive-director/

VI. Indigenous Immigrants from Mexico and Guatemala

T 11/5/19 Transborder Communities and Indigenous Immigrants


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

https://www.youtube.com/watch?v=YeXkVw4Y8A8

**W 11/6/19 Midterm due on Canvas at 11:59pm**
Th 11/7/19 Guatemalan Immigrants in Oregon


VII. Farmworker Health, Race and Farming Labor Relations

T 11/12/19 Segregation and Labor Hierarchies.

**Quiz #3 in class**

**Read:** (1) Seth Holmes, *Fresh Fruit, Broken Bodies*, p. 1-110

Video conference with Seth Holmes

Th 11/14/19 Health Challenges for Workers and Their Encounters with the Medical System

**Read:** (1) Seth Holmes, *Fresh Fruit, Broken Bodies*, pp. 155-182 (recommend pp. 110-155).

VIII. Gender Relations at Work and Home in Immigrant Families

T 11/19/19 Gender, Sexuality in Transborder Families: Challenges, Advances.


Th. 11/21/2019 **Films:** Letters From the Other Side, Rape in the Fields. [https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/]

IX. Closing the Door: Immigration Policy Under Trump (pt. 1)

T 11/26/19 From Walls to Family Separation to Metering, to Remain in Mexico: Impacts Over Time


Th 11/28/19 Happy Thanksgiving!

X. Closing the Door: Immigration Policy Under Trump (pt. 2)

T 12/03/19 What is Asylum and Why are so Many Families Seeking Asylum?

**(Quiz #4 in class)**


Take-Home Final Passed Out

Th 12/05/19 Review and wrap-up

**TAKE HOME FINAL DUE at Final Exam time, 12:30 p.m. Wednesday, December 11, 2019**

https://registrar.uoregon.edu/calendars/examinations#complete-final-exam-schedule