ANTH 329 U.S. Immigration and Farmworkers, CRN 10537
Class meets in person: Tuesdays & Thursdays 12:00 – 1:20 p.m.,
in 240C McKenzie Hall

Professor Lynn Stephen
316 Condon Hall, Department of Anthropology
Office hours: Tuesdays, 4:00 – 4:45 p.m., Thursdays 1:45-3:00 or by appointment
541-346-5168, stephenl@uoregon.edu.

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365 Condon Hall, Department of Anthropology
Office Hours: Mondays, 10:00 – 11:00 am., Wednesdays 10:00 -11:00 am or by
appointment
svicente@uoregon.edu

We support all students regardless of national origin or immigration status

Course Description: Focus on western racial, labor, 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 enslaved people who came through the forced migration of the Middle Passage. The history of immigration and labor 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 workers--primarily from the southern Mexican state of Oaxaca but also from several departments in Guatemala. Oregon has worker who speak 26 different Indigenous languages from Mexico and 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 settler colonialism, enslaved labor, forced labor, expansion, labor recruitment, racial/ethnic hierarchies, labor segmentation, white supremacy, 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 18th, 19th, and 20th 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 in person sessions and discussion sections. The classes will emphasize background, theoretical concepts, and case studies. These will be taught through mini-lectures, film clips, small group discussions, report backs, and student-led activities in small groups. The discussion sections will give students the chance to deepen their understanding of concepts and examples explored in regular classes and 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. All assignments (quizzes, midterm paper/project, final exam, group/individual project) will be run from the “assignments” section of Canvas. 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 viewing 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 (10 percent)
4 quizzes (5 percent each, 20 percent)
Midterm paper/project (30 percent)
Project in section (15 percent)
Final Exam: Short Essays (25 percent)

Grading Scale

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>98-100%</td>
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<td>A</td>
<td>93-97.9%</td>
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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 75-100 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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<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>130</strong></td>
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<tr>
<th>UG Assessment type</th>
<th>% of grade</th>
<th>UG Description (if any)</th>
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<tr>
<td>4 quizzes (5% each)</td>
<td>20 percent</td>
<td>Short essay question, timed, online</td>
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<td>Midterm paper/project</td>
<td>25 percent</td>
<td>Requires readings from first 5 weeks</td>
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<tr>
<td>Project Presentation</td>
<td>15 percent</td>
<td>Done in discussion sections</td>
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<tr>
<td>Attendance</td>
<td>10 percent</td>
<td>In sections, lecture</td>
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<td>Final exam</td>
<td>30 percent</td>
<td>Short answer, short essay</td>
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<td><strong>TOTAL</strong></td>
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**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. All submissions are run through Veracite on Canvas. Veracite checks your work against work submitted by other students in class as well as all other sources.

**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](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.

**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. Ten percent of your grade is class and section attendance. We will do spot attendance checks in class; attendance will be taken in every section.

**Extra Credit:** Periodically there will be opportunities to attend public zoom events with content related to the class. If you attend the event and turn in a two to three-page essay about the event you can earn up to 2 percent overall extra credit.
**Academic Disruption**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

**COVID Containment Plan for Classes**

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention**, **containment**, and **support**. Here is information critical to how the UO is responding to COVID-19.

- **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:
  - Comply with [vaccination policy](#)
  - Wear face coverings in all indoor spaces on UO campus
  - Complete weekly [testing](#) if not fully vaccinated or exempted
  - Wash hands frequently and practice social distancing when possible
  - Complete daily [self-checks](#)
  - Stay home/do not come to campus if feeling [symptomatic](#)
  - Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

- **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
  - **Vaccinated and Asymptomatic students:** Quarantine not required, but daily self-monitoring before coming on campus is advised; sign up for testing through MAP 3-5 days after exposure if advised you are a contact.
  - **Unvaccinated or partially vaccinated students:** 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through MAP, if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
  - **Symptomatic students:** stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.

Students identified as a close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

- **Support:** The following resources are available to you as a student.
  - [University Health Services](#) or call (541) 346-2770
  - [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
  - [MAP Covid-19 Testing](#)
  - [Corona Corps](#) or call (541) 346-2292
  - [Academic Advising](#) or call (541) 346-3211,
Good Classroom Citizenship
- **Wear your mask and make sure it fits you well**
- **Stay home if you’re sick**
- **Get to know your neighbors** in class, and let them know if you test positive
- **Get tested** regularly
- **Watch for signs and symptoms** with the daily symptom self-check
- **Wash your hands** frequently or use hand sanitizer

Required Books to be purchased at bookstore, online, Smith Family Bookstore or other sources. These books are also now available electronically through UO libraries for no cost.


**Humanizando la deportación**, the world’s largest public qualitative archive on mass deportation, is an open access resource for researchers and the public at-large that values the knowledge offered through first-hand narratives by individuals who come in contact with deportation. As a result, the narratives housed in this archive are the shared intellectual property of the creators/ narrators and the community archive itself, which, by virtue of being open access, encourages educational, activist, and any other non-for-profit usage of the narratives.


Class Meetings:
ALL READINGS ARE LISTED BELOW THE DATE YOU ARE TO READ FOR

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

T 09/28/21 Introduction to Class. Creation of immigration timelines for class. Reports on family migration patterns of people in class. Class divides into groups, each group creates their own timeline, presents results to class through posting on class discussion board.

Th 09/30/21 Mini Teach In. Current Immigration Issues

**Emily Chavez, UO senior, DACA recipient, Latino Roots graduate, guest speaker.**
Read: Entries for Asylum Seeker (pp. 2-9), Caravan (pp. 26-31), Climate Refugee (pp. 40-47), Detainee (pp. 64-70), Dreamer (pp. 72-80), Know your Right (pp. 138-143), Refugee (pp. 160-167), Unaccompanied Minor (pp. 176-183)

Discussion Questions
1. DACA. What is it and what does it mean for people who have it? Should it be expanded to include family members?
2. What are refugees and migrants? Why does the U.S. put refugee and migrant families and children in detention?
3. Why are people fleeing Central America and trying to seek asylum in the U.S? Why have so many youth fled?
4. What is a climate refugee?
5. What kind of cooperation has existed between Immigration and Customs Enforcement (ICE) and Police? Is this legal in Oregon?

For class come prepared to have a flash meeting in groups on two of these topics. We will put everyone in a group. After flash meetings we will then open up the conversation to the entire class, asking one person from each group to report back. We will use this format for most discussions.

II. Historical Exclusions

T 10/05/21 Settler Colonialism, Forced Labor, and Incarceration: Perspectives from California and the Northwest.

Read: (1) Kelly Lytle Hernández, Introduction: Conquest and Incarceration, 1. An Eliminatory Option, pp. 1-44, from City of Inmates: Conquest, Rebellion and the Rise of Human Caging in Los Angeles, 1771-1954. PDF file on Canvas under Module for Week Two.


3) Deportee, pp. 56-63 in A is for Asylum.

Recommended: Watch: Marc Carpenter, Memory and Erasure of Settler Violence in Early Oregon, 1848-1928, https://www.youtube.com/watch?v=PBtafLDsJuo&feature=youtu.be

Th 10/07/21 Debt Peonage, Share Cropping, Prison Labor and Prison Economies:

Read: (1) Nancy O’Brien Wagner, History by Another Name Background, (2) Shane Bauer, The True History of America's Private Prison Industry, (3) Devon Douglas Bowers, Debt Slavery: The Forgotten History of Sharecropping, (4). Clyde Haberman, For Private Prisons Detaining Immigrants is Big Business. All PDFS on Canvas under Module for Week Two.
AND Vagrant, pp..200-207 in A is for Alien.

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

QUIZ #1 On Canvas, Opens during last 20 minutes of class. Closes at 2:00 p.m.

T 10/12/21 From Slave Patrols to Border Patrol: A History of Policing, Labor, and Immigration.  
**Guest speaker: Dr. Michael Hames Garcia, Professor of Mexican American and Latina/o Studies at the University of Texas at Austin


Listen: [https://www.npr.org/2020/06/03/869046127/american-police-Throughline](https://www.npr.org/2020/06/03/869046127/american-police-Throughline)

American Police

[https://www.youtube.com/watch?v=F1vr4eg37L0 #DemocracyNow](https://www.youtube.com/watch?v=F1vr4eg37L0)

Recommended: From slavery to George Floyd: The racist history of U.S. policing


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

Th10/14/21 The Invasion of Mexico, the Expansion of U.S Territory.

Read: (1) Treaty of Guadalupe Hidalgo

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


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


(5) Start to Read Diary of an Undocumented Immigrant, pp. 1-111.
Latino Americans, PBS Series. Episode 1: Foreigners in Their Own Land, clip shown in class.

T 10/19/2021 The Bracero Program and Farmworker Unions.


(4) Diary of an Undocumented Immigrant, pp. 115-145 (continue reading)

Quiz #2 Opens on Canvas During Last 20 Minutes of Class, Open until 12 Noon

WEBSITES TO VISIT:


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
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. Farmworkers and Farmworker Unions

Th 10/21/2021 An Account of an Undocumented Immigrant and Farmworker

Midterm Assignment Released on CANVAS/In CLASS
T 10/26/21 Increasing Exclusions in U.S. Immigration and Implications for Workers

Read: “Illegal Alien” pp. 118-123, and Undocumented” pp. 184-191 In A is for Ayslum


Th 10/28/21 Farmworker Unions and Transborder Communities


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

MIDTERM DUE ON CANVAS MONDAY Nov 1st 11:50 p.m.

T 11/02/21 Sexual Harassment and Gender Violence in the Fields


**Th 11/4/ 21 Indigenous and Afro-Descendent Environmental Justice: A Conversation with Dr. Irma Alicia Velasquez Nimatuj (Maya Kʼicheʼ anthropologist) and Amber Starks (Muscogee/Creek and Black Activist and Poet). Jordan Schnitzer Museum. Class meets there.

V. Indigenous Immigrants from Mexico and Guatemala

T 11/9/2020 Transborder Communities and Indigenous Immigrants:
**Class visit by Miguel Villegas, Una Isu, Mixteco Trilingual Hip-Hip Artist, Fresno Unified School District-Hidalgo Elementary School Liaison and Mixteco Instructor via Zoom

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

https://www.youtube.com/watch?v=YeXkVw4Y8A8 Una Isu, *Una Isu - Ñuu Nùù Yukù (Video Oficial)*

https://www.youtube.com/watch?v=eCdQSV0oAug Una Isu, Soñadores

https://www.youtube.com/watch?v=7scmBE5sv90, Una Isu, La Reconquista

**Quiz #3 Opens on Canvas for last 20 minutes of class, closes at 2 p.m.**


T11/16/21 Guatemalan Immigrants in Oregon


VI. Farmworker Health, Race and Farming Labor Relations

Th 11/18/20 Farmworker and COVID 19 in Oregon


Harvest of shame: Farmworkers face coronavirus disaster

Agricultural counties across the U.S. face high rates of Covid-19, a POLITICO analysis reveals.


Watch: Frontline; Covid’s Hidden Toll


**Guest Speaker: Jennifer Martinez, Ph. D. Candidate, Portland State University, Public Affairs and Public Policy.**
T 11/23/21 Segregation, Labor Hierarchies, and Health

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

**Quiz #4 Opens on Canvas for last 20 minutes of class, closes at 2 p.m. Take home final released on Canvas and in Class.**

**Th 11/24/21 Happy Thanksgiving**

T 11/30/21 Health Challenges for Workers and Their Encounters with the Medical System

**Guest Speaker:** Seth Holmes, Associate Professor, Division of Society and Environment, UC Berkeley and the Joint Program in Medical Anthropology UCB/UCSF.

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

Th 12/2/21 The Future of Migration and The Right to not Migrate, Wrap up and Review


**TAKE HOME FINAL DUE Tuesday, December 7th 12 Noon on Canvas.**