

**ANTH 329 U.S. Immigration and Farmworkers, CRN 16358, FALL 2009**  
**Class Time: Tues., Thurs., 2:00 – 3:50 p.m., 101 Living Learning Center South**  
**Professor Lynn Stephen**  
**316 Condon Hall, Department of Anthropology**  
**Office hours Wednesdays 3:00 – 4:50 p.m.**  
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**Syllabus posted and updated on Blackboard along with weekly readings, discussions, and assignments under course documents organized by week.**

**GTF, Lucas Nguyen,**

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 descendents 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 immigration as a way of understanding the larger issues at stake in the current immigration debate and understandings of U.S.-Mexico 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 farmworkers are the back bone of the booming agricultural sector. Increasingly, the farm labor force is made up of indigenous Mexicans--primarily from the southern Mexican state of Oaxaca. While these developments may appear to mark a "new" era in Mexican 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 migrants and immigrants in the United States. Our understanding of the historical experience of Mexican 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 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 Mexican 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.

Assignments and Grading: Students are expected to read all required readings (approximately 125 pages per week), actively participate in class discussions, and complete the following assignments:

**Midterm paper** (covering topics from first half of class) (40 percent)

**Take Home Final Exam** (35 percent)

**Attendance** (5 percent)

**Weekly responses to prompts posted on Ning, blog for class.** (20 percent)

**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. Your grade will be significantly affected if you miss class sessions because you will not be able to respond to the prompts posted on Ning for weekly writing posts.

**Weekly writing prompt and instructions for responding on Ning.** Everyone in this class will be registered to participate in the Anth329 Immigration blog run through NING. <http://anth329imm.ning.com/>. Every Thursday, the instructor will post a question or two which will serve as prompts. All students are expected to write a two paragraph response to this prompt no later than Friday evening. The responses have to be carefully written in full sentences, use correct grammar, and contain respectful language. Your response should demonstrate that you have done the reading AND have been paying attention in class. You will get ten points per week for a total of 100 points for completing each week's response. If you do not complete a week or your response is inappropriate or inadequate you will not get the points. You may comment on previous posts, but must do so in a respectful manner, focusing on the content of what someone says in relation to class. The instructor and GTF will monitor and grade these posts weekly.

**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 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 me immediately and tell me 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.

**Required Books to be purchased at bookstore, also on reserve at the Library.**

Leo R. Chavez. The Latino Threat: Constructing Immigrants, Citizens, and the Nation. Stanford: Stanford University Press, 2008.

Ken Ellingwood. Hard Line: Life and Death on the U.S.-Mexico Border. New York: Vintage Books, 2004.

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

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

T 9/29/09 Introduction to Class. Creation of immigration timeline for class and group  
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 Blackboard site.

TH10/01/09 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? What risks do they take? What are the conditions they come under?

Read: Hard Line. This is a popular book which is an easy read. Please read the whole thing. You can begin before class begins.

FILM: Death on a Friendly Border

**II. The Current Policy Debate: Border Wars, Walls, and Comprehensive Immigration Reform**

T 10/06/09 Borders and Walls: Background to Current Policy Debates .

Read: Leo Chavez, The Latino Threat, pp. 1-95.

Guest Speakers: Guadalupe Quinn, of Amigos Multicultural Services and participants from Juventud FACETA, an immigrant youth group in Eugene.

Visit and read websites for: CAUSA <http://www.causaoregon.org/>

Oregonians for Immigration Reform: <http://www.oregonir.org/>

TH 10/08/09 . The Political Economy of U.S. Drug Consumption and Mexican Cartels: How U.S. Drug Use is linked to Violence in Mexico

Read: Tony Paeon, "The Drug War on the Border." In The Three U.S.-Mexico Border Wars: Drugs, Immigration, and Homeland Security, pp. 23-52. Westport: Pager Security International, 2006. PDF file On Blackboard under "Course Documents," Week Two.

James McKinley, "Mexican Cartels Lure American Teens as Killers." New York Times, June 22, 2009. [http://www.nytimes.com/2009/06/23/us/23killers.html?\\_r=1](http://www.nytimes.com/2009/06/23/us/23killers.html?_r=1)

Karen McCowan. Taking Down a Local Drug Ring. The Register Guard, Sunday, August 23 2009.

<http://www.registerguard.com/csp/cms/sites/web/news/cityregion/18642497-41/story.csp>

### III. U.S. Territorial Expansion and the Erasure of Indigenous Nations and Mexico

T 10/13/09 The Native Peoples of the Northwest and California. Articles under Week Three on Blackboard as PDF files under "Course Documents."

**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.

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.

TH 10/15/09 The Invasion of Mexico, the Expansion of U.S Territory.

**Read;** Treaty of Guadalupe Hidalgo <http://www.azteca.net/aztec/guadhida.html>  
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>

At 3:15 p.m. the class moves to the Browsing Room of the Library for a presentation. The last 20 minutes of class will be there and extra credit given for those who attend the entire symposium.

Thursday, October 15, 2009, 3:30-5:50 p.m., Browsing Room, Knight Library

#### **"U.S-Mexico Border Masculinities: Gender, Race, and Sexuality"**

Ana Alonso (Anthropology, University of Arizona)

Robert Irwin (Department of Spanish and Portuguese, University of California, Davis)

Analisa Taylor (Romance Language, University of Oregon)

Pedro García Caro (Romance Languages, University of Oregon)

#### **IV. Mexicans in the U.S. West, U.S. Immigration Policy, and Its Impact on Mexican Communities and Workers**

T 10/20/09 **FILM:** Quest for a Homeland. Chicano! Episode 1.

Read: Lynn Stephen, Chapter 3. Mexicans in California and Oregon . Transborder Lives, pp. 63-94.

TH 10/22/09 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. On Blackboard, Under Week Four.

Walter A. Ewing. "Opportunity and Exclusion: A Brief History of U.S. Immigration Policy", Immigration Policy Center, 2008.

<http://www.immigrationpolicy.org/images/File/factcheck/OpportunityExclusion11-25-08.pdf>

Gilbert Paul Carrasco, "Latinos in the United States: Invitation and Exile. In Immigrants Out!: The New Nativism and the Anti-Immigrant Impulse in the United States, edited by Juan F. Perea, pp. 190-204. New York: New York University Press., 1997.

Douglas Massey, " March of Folly : U.S. Immigration Policy After NAFTA. The American Prospect no. 37, March-April 1998.

[http://www.agecon.ucdavis.edu/uploads/course\\_pages/cid\\_116/massey-march-of-folly.pdf](http://www.agecon.ucdavis.edu/uploads/course_pages/cid_116/massey-march-of-folly.pdf)

#### **V. The Bracero Program and its Relationship to Subsequent Farm Labor Relations**

T 10/27/09 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 file under "Course Documents" Week Five on Blackboard.

Lynn Stephen, Transborder Labor Lives: Harvesting, Housecleaning, Gardening, and Childcare. Transborder Lives, pp 95-142.

**WEBSITES TO VISIT:**

Columbia River Basin Ethnic History Archive ([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>

Braceros in Oregon Digital Photo Collection

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

## MIDTERM PAPER ASSIGNMENT PASSED OUT

TH 10/29/09 What are the labor relations and human relations of farm labor? The Grower Perspective.

Invited Speakers: Jeff Stone, President, Oregon Nurserymen's Association, Carl Berg, Berg's Berries and Organic Produce, Alvadore, Oregon.

**Read:** Daniel Rothenberg, "Growers: Someone on Earth Has to do this Job," and "Contractors" Between Workers and Growers," In With These Hands: The Hidden World of Migrant Farmworkers Today. Berkeley: University of California Press, 2000, pp. 58-120.

## VI. Farmworkers Perspectives on Labor and Farmworker Movements

T 11/03/ The Farmworker Perspective.

Guest speaker: Representative of PCUN, Pinos y Campeinos Unidos, Oregon's Farmworker Union.

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. 143-177, 231-273.

FILM: Aumento Ya!

### Midterm Paper due in Class.

TH 11/06/09 The History of Farmworker Unions in the U.S.

Read: Phillip L. Martin, "Farm Worker Unions." In Promise Unfulfilled; Unions, Immigration, & Farm Workers, pp. 57-89

Daniel Rothenberg "Farmworker Politics," and "Farmworker Unions; a Sense of their Own Power," In With These Hands, pp. 205-271.

## VII Farmworker Union Case Studies, Comparisons, and Challenges

T 11/10/09 The UFW and FLOC

The Story of FLOC <http://www.floc.com/floc%20history.htm>

UFW History [http://www.ufw.org/\\_page.php?menu=research&inc=research\\_history.html](http://www.ufw.org/_page.php?menu=research&inc=research_history.html)

TH 11/12/09 Film and Discussion

**Film:** Struggle in the Field, Chicano! Tape 2.

## VIII. Transborder Communities: Labor, Race, and Ethnicity Issues

T 11/17/09 Conceptual Issues in Understanding Transborder Communities

Read: Lynn Stephen, Transborder Lives, pp. 1-62

David Bacon, "Communities Without Borders," The Nation, October 2005  
<http://www.agenceglobal.com/article.asp?id=672>

TH 11/19/09 Race and Ethnicity in Mexican Immigrant Worker Communities

Read: Lynn Stephen "Navigating the Borders of Racial and Ethnic Hierarchies" in Transborder Lives pp. 209- 230.

FILM: Binational Dreams

## IX. Gender and Family Issues in Transborder Communities

T 11/24/09 Gender Issues in Transborder Communities

Read: Women's Transborder Lives: Gender Relations in Work and Families" In Transborder Lives, pp. 178-208.

Speakers: Marcelina Martinez and Julie Samples from the Oregon Law Center, Hillsboro,

**Film:** Letters From the Other Side

TH 11/26/09 Thanksgiving. No Class!

## **X. Anti-Immigrant Movements, Immigrant Rights, and the Current Climate**

T 12/01/09 The Case of the Minutemen: Performance and Spectacle

Read: The Minuteman Project's Spectacle of Surveillance on the Arizona-Mexico Border, in The Latino Threat pp. 132-151.

Film: Walking the Line  
Take-Home Final Passed Out

TH 12/03/08 Immigrant Rights Movements of 2006 and Beyond

Read: Leo Chavez, "The Immigrant Marches of 2006 and the Struggle for Inclusion" and "Epilogue" in The Latino Threat, pp. 152-186.

Discussion of Final Exam.

TAKE HOME FINAL DUE at 5:00 p.m. on 12/07/09 in 316 Condon Hall.  
HAVE A GREAT WINTER BREAK!