 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. 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 farmworkers 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 have brought U.S. culture back to their communities and created things like "Highland Hip Hop" in Michoacán.

Finally, we will explore farmworker movements as a way of looking at how immigrant workers have responded to and in turn influence the larger structural forces of immigration law and U.S. trade and economic policy. The history of movements such as the United Farmworkers (UFW) in California, the Farm Labor Organizing Committee (FLOC) in the Midwest and Northwest Treeplanters and Farmworkers United (PCUN) of Oregon are an important part of the farmworker story. In this class we will examine the structure and labor relations of farm labor as well as looking in depth at farmworker movements and their struggles.

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) (25 percent)

**Bibliography and Outline for Individual Research Paper** (5 percent)

**Individual research** paper related to your role in your group project (8-10 pages) (20 percent) Due at the time your group presents.
Take Home Final Exam (20 percent)

Group Project (10 percent)

Attendance and Participation (10 percent)

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

* Group projects. Each student will be expected to participate in a group project which documents some aspect of the immigrant or farmworker experience in the state of Oregon or elsewhere either from a historical or contemporary perspective. Recommended group project topics are Immigration Policy in the U.S.: Past and Current; The Bracero Program and other Guestworker Proposals, Farmworker Unions; Farmworker Housing and Health Issues, Gender Issues Among Immigrant Communities and Farmworkers; Farmworker, Migrant, and Immigrant Cultural Production. Group project presentations are linked to specific themes and dates in class. At the beginning of the term each student will choose a group to join and groups will meet periodically throughout the quarter to plan their presentation. Group presentations will begin in week four of the class. Each presentation should be about 45 minutes long. Individuals will write an individual research paper focused on their contribution to the group project and turn it in at the time of their presentation. **Group projects will be assigned a group grade. That grade will become 10 percent of your total grade.** The class will be broken down into approximately six groups with seven to ten people in each one.

* Class attendance and participation. 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. You grade will be significantly affected if you miss class sessions. **Class attendance, participation in discussion and group exercises will count for 10 percent of your total grade.**

Pass/Fail Option. The pass/fail option will be granted if requested in writing by the third week of classes.

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. No exceptions unless there are extreme circumstances such as a documented critical illness. If you register for the class and do not complete the assignments 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.


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

**M 1/08/07** Introduction to Class. Creation of immigration timeline for class and group reports on family migration patterns of people in class.

Discussion on Group Project Topics and Criteria

**W 1/10/07** DISCUSSION: Whose country is this? Why do we defend the border? What does it accomplish and represent? What do immigrant workers contribute? Why do people migrate to the U.S. from Mexico? What risks do they take? What are the conditions they come under?

**Read:** **Crossing Over**, pp 1-18, 195-219, **Hard Line**, pp. 1-71

**FILM:** Death on a Friendly Border

Initial Group Project Introductions/Organizational Meeting

II. The Current Debate: A Wall or Comprehensive Immigration Reform?

**M 1/15/07** Martin Luther King Day, No Class.

**W 1/17/07** Guest Speaker: Guadalupe Quinn, CAUSA,

Read: **Hard Line**, pp. 72 -235.


Oregonians for Immigration Reform: [http://www.oregonir.org/](http://www.oregonir.org/)

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

**M 1/22/07** The Native Peoples of the Northwest and California. Articles under Week Three on Blackboard as PDF files


W 1/24/07 The Invasion of Mexico, the Expansion of U.S Territory.

Read: Treaty of Guadalupe Hidalgo http://www.azteca.net/aztec/guahida.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/

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

Group Project Meeting, Initial outline, discussion, and bibliography due for individual research papers. 2-3 pages.

IV. 20th Century U.S. Immigration Policy and Its Impact on Mexican Communities and Workers


W 1/31/07 The History of Immigration Legislation and Farm Labor in the U.S.

Read: Promise Unfilled, pp. 32-56.

Immigration Law Center, A Short History of U.S. Immigration,
http://www.ailf.org/ipc/policy_reports_1996_pr9613.htm


Group Project Presentation: Immigration Policy in the U.S., Past and Current

V. The Bracero Program and Subsequent Farm Labor Relations

M 2/5/07 The Bracero Programs. The beginning of 20th century immigration policy and the seeding of transnational communities.


Braceros in Oregon Digital Photo Collection http://digitalcollections.library.oregonstate.edu/cdm4/client/bracero/

Group Project Presentation: The Bracero Program and other guestworker proposals

W 2/7/08 What are the labor relations, human relations of farm labor? The Grower Perspective.

Read: With These Hands, pp. 1-121
Guestspeaker. Paul Iverson, Grower, Woodburn, Oregon, AIssues for Oregon Farmers in the Global Economy.@

Extra Credit. Attend Lecture by Dr. Erlinda Gonzales-Berry, February 8, 2007, 4:00 p.m., Knight Library Browsing Room, University of Oregon. Gonzales-Berry's public lecture is titled One-and-a-half Generation Mexican Youth in Oregon: Pursuing the Mobility Dream. Dr. Gonzales-Berry is Professor of Chicana/o & Latina/o Studies and Chair of the Ethnic Studies at Oregon State University. The lecture will be followed by a panel discussion.
VI. Farmworkers Perspectives on Labor and Farmworker Movements

M 2/12/07 The Farmworker Perspective.
   Guest speaker: Ramón Ramírez, President of PCUN
   Read: Lynn Stephen The Story of PCUN and the Farmworker Movement in Oregon, PDF file on Blackboard under Week Six
   FILM: Aumento Ya!

Midterm paper due in class

W 2/14/07 The History of Farmworker Unions in the U.S.
   Read: Promise Unfulfilled, pp. 57-160, With These Hands, pp. 205-240.

VII Farmworker Union Case Studies, Comparisons, and Challenges

M 2/19/06 The UFW and FLOC
   Read: In these Hands, pp. 241-267
   The Story of FLOC http://www.floc.com/history.html


UFW History http://www.ufw.org/_page.php?menu=research&inc=research_history.html

Group Project Presentation: Farmworker Unions

W 2/21/07 Film and Discussion

   Film: Struggle in the Field, Chicano! Tape 2.
   Group Presentation: Farmworker Housing and Health Issues

VIII. Gender and The Construction of Transborder Communities

M 2/26/07 The Meanings of Transnational, Transborder, and Binational

   Read: Reconceptualizing Latin America: Anthropologies of the Américas by Lynn


Guest Speaker: Itahi Díaz, member of Juventud FACETA,

**W 2/28/07 Gender Issues Among Mexican Immigrant Farmworkers: In the U.S. and at Home**


**Film:** Letters From the Other Side

Group Presentation: Gender Issues in Immigrant Communities and Among Farmworkers

**IX Transnational Farmworker Communities**

**M 3/5/07 Indigenous Migrant Workers**


**Film:** Oaxacalifornia

**W 3/7/07 Migrant Culture Returns to Mexico: Hiphop in the Michoacán Highlands**

**Read:** Crossing Over, pp. 21-169

Group Project Presentation: Farmworker, Migrant, and Immigrant Cultural Production

**X. Gender and Family Dynamics Among Michoacanos in the U.S.**

**M 3/12/07 Michoacanos in the U.S**

Read: Crossing Over, pp. 195-317. Last Day of class

Group Project Presentation
Back up date for Additional Group Presentation

W 3/14/07 No Class, take-home final preparation time

Friday, 3/16/06 TAKE HOME FINAL DUE at 5:00 p.m.  
HAVE A GREAT SPRING BREAK!!