Course Description: Focus on western history and U.S.-Mexico relations as a window on understanding issues of Mexican immigration, differences among immigrants, 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 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, the integrated economy of drugs, guns, human smuggling and migration, and U.S.-Mexico 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 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. A special class session on Mexican indigenous hip/hop with rapper Mare will bring home issues of popular culture and the links between immigration and a range of social issues in Mexico.
Learning Objectives: After successful completion of this class, students will be able to:

a. Demonstrate a conceptual understanding of concepts of colonialism, expansion, labor recruitment, racial/ethnic hierarchies, labor segmentation, social movements, and popular culture;
b. Appreciate the diverse histories found within the state of Oregon and the U.S. west and place Latino and other immigration histories in that context,
c. Understand U.S. immigration and labor recruitment policy in the 18th, 19th, and 20th centuries,
d. Understand and recognize the different social movements linked to immigration and farmworkers in the U.S. and their similarities and differences;
e. Know how a labor union works and the kinds of historical exclusions that have pertained to farmworkers in U.S. law and labor policy;
f. Have a historical and contemporary perspective on the different sides to immigration debates in the U.S.

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. Discussion section attendance and exercises will count in course grading scheme as specified below. A Blackboard 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 “course documents” for this class. When you register for the class you will automatically be enrolled to the site. All problems concerning the use of Blackboard 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.

Required readings: A collection of readings consisting of books, book chapters, and articles are available either at the UO Duckstore, on the course Blackboard site, and books are on reserve in Knight Library

Course requirements/evaluation Criteria:

Students are expected to read all required readings (averaging 125-150 pages per week—sometimes a bit more, sometimes less), actively participate in discussion sections, and complete the following assignments:

Midterm paper (covering topics from first half of class) (40 percent)
Take Home Final Exam (35 percent)
Attendance in sections and class (5 percent)
Four in-class pop quizzes (five percent each, 20 percent total)
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. You grade will be significantly affected if you miss class sessions because you will not be able to respond to the prompts posted for weekly writing assignments.

Weekly writing prompt and instructions for responding on Blackboard discussion forums. Everyone in this class will be registered to participate in the Anth 329 discussion forums on Blackboard. Every week, 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 Monday of the following week. The prompts will serve as the basis for discussion sections. 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 and in your discussion sections. 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.

Student Engagement Inventory

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>24</td>
<td>2 lectures 1 hr. 20 min. /wk.</td>
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</tbody>
</table>
Assigned readings 50 125-150 pages/wk. (average)
Writing assignments 40 weekly writing, midterm final essay exams
Lab or workshop 10 I hour discussion section /wk.
Field work/experience
Online interaction
Performances/creative activities
Total hours: 124

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


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

M 9/29/14 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 Blackboard site.

W 10/1/14 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?

FILM: Death on a Friendly Border

Read:
All PDFs on Blackboard under Week 1: Excerpts from Hard Line: Life and Death on the U.s Mexico Border, pp. 9-26, 123-164; Report on Current Demographics of Undocumented Immigrants in the U.S. 2014 (8 pages); Why Central American Children are Fleeing their homes (7 pages), Encounters of Violence and Care: Central American Transit Migration through Mexico by Kristin Yarris and Heide Castañeda (10 pages).
II. Current Policy Debates: Dreamers, Central American Kids, Drug Wars, and Immigration Reform


Both are PDF files On Blackboard website under “Course documents,” Week 2.

Video conference with Jason de León, Assistant Professor of Anthropology, University of Michigan, Ann Arbor in Studio A (Room 36) in Knight Library

III. The Political Economy of the Drug/People/Cash/Gun Smuggling Business and its Intimates links to the U.S. How are you connected?

M 10/13/2014 Analyzing the U.S. drug economy in the context of border businesses. All readings are PDFs or links on Blackboard Course Content in File for Week 3.


Mexican Drug Trafficking in the U.S.: A map of cities and counties affect. [Link]

W 10/15/14 Understanding the Roots and Experiences of Mexican Immigration through RAP
Joint class with MUS 360 Hip-Hop: History, Culture, Aesthetics in Global Scholars Hall, Rm. 123.

Read and watch this blog entry titled “Oaxacan Culture: A Rose that Grows from Concrete,” by Noe Lopez. [Link]

Watch the following video before class:
Cuando Una Mujer Avanza, documentary about Zapotec feminist rapper Mare, [Link]

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

M 10/20/2014 The Native Peoples of the Northwest and California in the history of U.S. agriculture


W 10/22/2014 The Invasion of Mexico, the Expansion of U.S Territory.

Read: Treaty of Guadalupe Hidalgo
[Link]

Background, map, and original copy of Treaty of Guadalupe Hidalgo
[Link]

The Gadsden Purchase (document at end of website) [Link]

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

M 10/27/2014 The History of Immigration Legislation and Farm Labor in the U.S.


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

MIDTERM ASSIGNMENT PASSED OUT

W 10/29/14 The Bracero Programs. The beginning of 20th century immigration policy and the seeding of transnational communities.


WEBSITES TO VISIT:

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

Bracero History Archive
http://braceroarchive.org/

Braceros in Oregon Digital Photo Collection
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.

VI. Understanding Farmworker Unions Today

M. 11/3/2014 Farmworker Unions and Strikes: An Oregon Experience
Film: James Daria Film and discussion.
MIDTERM DUE


PCUN leaders visit class

VII. Transborder Communities: Labor, Race, and Ethnicity

M 11/10/14 Conceptual Issues in Understanding Transborder Communities
Read: Lynn Stephen, Transborder Lives, pp. 1-62
David Bacon, “Communities Without Borders, The Nation, October 2005
http://archive.truthout.org/article/david-bacon-communities-without-borders

W 11/12/2014 Race and Ethnicity in Mexican Immigrant Worker Communities


VIII Farmworker Health, Race and Farming Labor Relations

M. 11/17 Segregation and Labor Hierarchies.
Read Seth Holmes, Fresh Fruit, Broken Bodies, p. 1-110

W 11/19 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).

IX. Gender and Family Issues in Transborder Communities
M 11/24/14 Film: Letters From the Other Side
   in I’m Neither Here nor There: Mexicans’ Quotidian Struggles with Migration and Poverty. PDFs on Blackboard under course documents Week 9.

W 11/26/12 Gender Relations at Work and Home in Immigrant Families


X. Anti-Immigrant Movements and Responses.

M 12/1/2014 The Case of the Minutemen: Performance and Spectacle

   Read: Leo Chavez, The Latino Threat, pp. 132-186.
   Film: Walking the Line
   Take-Home Final Passed Out

W 12/3/2014 Review and wrap-up

TAKE HOME FINAL DUE at Final Exam time.