

**ANTH 329 U.S. Immigration and Farmworkers,
Class Time: Tues., Thurs. 10:15-11:45 AM, CRN 10644 and 17799
Remote Class run through Zoom and Class Canvas Website**

Professor Lynn Stephen

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**Office hours: Tuesdays, 3:30 – 4:30 p.m., Thursdays 12:30-2:30 or by appointment
541-346-5168, stephenl@uoregon.edu. [Zoom link sent out on day of office hours to class](#)**

GE, Office hours can be accessed on Canvas Conferences

Timothy Herrera, therrera@uoregon.edu, Office hours: Tuesdays 12pm-1pm or by appointment

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. 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 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 settler colonialism, forced labor, 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 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.

FLEXIBILITY: WE ARE IN A PANDEMIC. We are excited to meet you and work with you this term. We recognize that circumstances are different for every person and that they change through time. We want to prioritize your safety and health and also learn and have some fun. We look forward to building a collective and caring spirit with you as we navigate this term. We sincerely hope that you will come to our Zoom office hours and that we get a chance to talk one on one. If you have personal circumstances that change, if you get sick, need to quarantine, or take care of someone else, please let us know so we can make a plan together. We know that each of you is attached to a circle of family and loved ones who are a big part of your lives.

Course Mechanics: This course contains synchronous zoom class 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 in break-out rooms, 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 also to do exercises related to the material for that week. Students will participate in individual projects organized through their discussion sections. People can coordinate in groups with GE permission. 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, final exam, 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) choose the best of three for final grade (done on Canvas)

Midterm paper (30 percent)

Project in section (15 percent)

Final Exam: Short Essays (25 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.

| UG Educational activity | UG Hours | UG Comments (if any) |
|-----------------------------|------------|---|
| Course attendance | 30 | 20 lectures/discussions@1.5 hours each |
| Discussion Sections | 10 | 1 hour per week |
| Assigned readings | 40 | 4 hours per week, average of 75 pages/week (varies with material) |
| Written Assignments | 30 | Midterm, final, material for group presentations |
| Studying for quizzes, tests | 15 | 1.5 hrs. /week |
| Group Presentation prep | 5 | .5 hour / week |
| | | |
| | | |
| TOTAL HOURS | 130 | |

| UG Assessment type | % of grade | UG Description (if any) |
|----------------------|------------|--------------------------------------|
| 4 quizzes (5% each) | 20 percent | Short essay question, timed, online |
| Midterm paper | 25 percent | Requires readings from first 5 weeks |
| Project Presentation | 20 percent | Done in discussion sections |
| Attendance | 5 percent | In sections, lecture |
| Final exam | 30 percent | Short answer, short essay |
| | | |
| | | |
| 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. All submissions are run through Veracite on Canvas.

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

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.

Computers for Zoom class, Paper and pen for notes

Memory is enhanced by taking notes by hand. You can participate in Zoom class and also take notes. Exams and quizzes are graded on all class activities, not just power point slide. They include discussions, guest speakers, and hand-on in classes activities.

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 during our zoom class sessions; 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.

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

Heidbrink, Lauren. Migranthood: Youth in a New Era of Deportation. Palo Alto: Stanford University Press, 2020.

Holmes, Seth. Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Berkeley: University of California Press, 2013.

Viramontes, Helena María. Under the Feet of Jesus. New York: Plume. 1996.

Resources:

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.

<http://humanizandoladeportacion.ucdavis.edu/en/for-researchers-draft/>

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

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

T 09/29/20 Introduction to Class. Creation of immigration timelines for class. Reports on family migration patterns of people in class. Class divides into breakoutrooms, each group creates their own timeline, presents results to class through posting on class discussion board.

Th 10/01/20 Mini Teach In. Immigration Issues and Youth

Emily Chavez, UO senior, DACA recipient, Latino Roots graduate, guest speaker.

Read Heidbrink, pp 1-75, then select two other short articles to read. Issues we will explore:

1. DACA, What is it and what does it mean for people who have it? Should it be expanded to include family members?
2. Why does the U.S. put refugee and migrant families and children in detention? What happened to detention centers during the COVID-19 Pandemic?

3. Why are people fleeing Central America and trying to seek asylum in the U.S? Why have so many youth fled?
4. What happens to youth who are deported?

For class come prepared to have a flash meeting in break-out rooms on two of these topics. We will put everyone in a break-out room. 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.

Read: All PDFS on Canvas under Week 1 Module: (1) American Immigration Council, The Dream Act, DACA, and Other Policies Designed to Protect Dreamers, (2) American Immigration Council, An Overview of U.S. Refugee Law and Policy (3) World Economic Forum, COVID-19 is threatening the lives of migrant children held in US custody, (4) U.S. Immigration Policy Center, Seeking Asylum Part 1.

II. Historical Exclusions

T 10/06/20 Settler Colonialism, Forced Labor, and Incarceration: Perspectives from California and the Northwest.

Read: (1) Kelly Lytle Hernández, Introduction: Conquest and Incarceration, 1. An Eliminary 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.

(2) 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. PDF file on Canvas under Module for Week Two.

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 10/08 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.

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

QUIZ #1 On Canvas, Opens during last 20 minutes of class, closes at 12 noon.

T 10/13/20 From Slave Patrols to Border Patrol: A History of Policing, Labor, and Immigration. Guest speaker: Dr. Michael Hames Garcia, Indigenous Race and Ethnic Studies , U Oregon.

Read: <https://lawenforcementmuseum.org/2019/07/10/slave-patrols-an-early-form-of-american-policing/>

Kelly Lytle-Hernandez, Migra, Part I. PP. 1-71.

Listen: <https://www.npr.org/2020/06/03/869046127/american-police> **Throughline**

American Police

<https://www.youtube.com/watch?v=F1vr4eg37L0> #DemocracyNow

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

Read: <https://www.history.com/news/mexico-border-wall-military-facts>

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

Th10/15/20 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>

(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>

(4) 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>

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

<https://www.pbs.org/latino-americans/en/watch-videos/#2365075996> (minute 25-53 in class).

Latino Americans, PBS Series. Episode 1: Foreigners in Their Own Land, clip shown in class.

T 10/20/ 2020 The Back History to Under the Feet of Jesus: The Bracero Program and Farmworker Unions.

Read: (1) Phillip Martin, “History of Farm Labor,” in Promise Unfulfilled: Unions, Immigration & the Farm Workers, pp. 32-56. Ithaca: Cornell University Press, 2003. PDF file on Canvas, Week 3 module.

(2) Los Braceros: 1942-1964, Official Bracero Agreement and visit web site
<http://www.farmworkers.org/benglish.html>

(3) Erasmo Gamboa. Braceros in the Pacific Northwest: Laborers on the Domestic Front, 1942-1947. Pacific Historical Review 56 (93): 378-398. (August, 1986). PDF on Canvas under module for Week Three.

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

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

WEBSITES TO VISIT:

Columbia River Basin Ethnic History Archive ([CRBEHA](http://www.vancouver.wsu.edu/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>

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. Latinx Immigrant Farmworkers and Farmworker Unions

Th 10/22/2020 Helena María Viramontes, Fiction Writer, Goldwin Smith Professor of English, Cornell University. Class Visit. Via ZOOM.

Read: (1) Under the Feet of Jesus, pp. 91-176.

Midterm Assignment Released on CANVAS/In CLASS

T 10/27/20 Increasing Exclusions in U.S. Immigration and Implications for Workers

Read: (1) Walter A. Ewing. "Opportunity and Exclusion: A Brief History of U.S. Immigration Policy" Immigration Policy Center, 2012. PDF file on Canvas, Week Five module

(2) Ruth Gomberg-Muñoz, "Grounds for Exclusion: the U.S. Immigration System," in Becoming Legal: Immigration Law and Mixed-Status Families, pp. 16-45. Oxford: Oxford University Press. PDF File on Canvas, Week Five module.

Th 10/29/20 Farmworker Unions and Transborder Communities

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. 173-177, 231-273. PDFS on Canvas.

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

MIDTERM DUE ON CANVAS MONDAY Nov. 2nd 11:59 p.m.

T 11/03/20 Sexual Harassment and Gender Violence in the Fields

Read: (1) [Bernice Yeung](#) and Grace Rubenstein, Female Workers Face Rape, Harassment In U.S. Agriculture Industry <https://www.pbs.org/wgbh/pages/frontline/social-issues/rape-in-the-fields/female-workers-face-rape-harassment-in-u-s-agriculture-industry/>

NPR Female Farmworkers Speak Up About Harassment.
<https://www.npr.org/2014/01/04/259646787/female-farmworkers-speak-up-about-sexual-harassment>

Films: Letters From the Other Side, Rape in the Fields.
<https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/>

V. Indigenous Immigrants from Mexico and Guatemala

Th 11/5/2020 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

Read: Lynn Stephen, Transborder Lives, pp. 1-34, “Approaches to Transborder Lives,” “Navigating the Borders of Racial and Ethnic Hierarchies” in Transborder Lives pp. 209- 230. PDF on Canvas. MIDTERM ASSIGNMENT PASSED OUT
[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 12 Noon.

T 11/10/20 Guatemalan Immigrants in Oregon

Read: Lynn Stephen. Guatemalan Immigration to Oregon : Indigenous Transborder Communities. Oregon Historical Quarterly, Vol. 118, No. 4, Oregon Migrations (Winter 2017), pp.554-583.

(2) Lynn Stephen, Fleeing rural violence: Mam women seeking gendered justice in Guatemala and the U.S. Journal for Peasant Studies The Journal of Peasant Studies, 46:2, 229-257, DOI: [10.1080/03066150.2018.1534836](https://doi.org/10.1080/03066150.2018.1534836).

Th 11/12/20 Understanding Why Youth Migrate and What Happens When They are Returned:
The case of Guatemala

Lauren Heidbrink, Associate Professor of Human Development, Cal State Long Beach.
Guest Speaker via Zoom.

Read: Heidbrink, 76-140.

VI. Farmworker Health, Race and Farming Labor Relations

T 11/17 /20 Segregation, Labor Hierarchies, and Health: COVID-19

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

Harvest of shame: Farmworkers face coronavirus disaster
Agricultural counties across the U.S. face high rates of Covid-19, a POLITICO analysis reveals.

<https://www.politico.com/news/2020/09/08/farmworkers-coronavirus-disaster-409339>

Watch: Frontline; Covid's Hidden Toll

<https://www.pbs.org/wgbh/frontline/film/covids-hidden-toll/>

Th11/19/20 Health Challenges for Workers and Their Encounters with the Medical System

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

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

Quiz #4 Opens on Canvas for last 20 minutes of class, closes at 12 noon.

VII. Closing the Door: Immigration Policy Under Trump and Its Implications

T 11/24/20 From Walls to Family Separation to Metering, to Remain in Mexico: Impacts Over Time

Read: (1) Heidi Castaneda, “Belonging in the Borderlands.” Chapter 2., *Borders of Belonging: Struggle and Solidarity in Mixed Immigrant Families*. Pp. 19-48. Stanford University Press, 2019. PDF.

(2) Metering Update. https://www.strausscenter.org/images/strauss/18-19/MSI/Metering-Report-May-2019-MSI_5.20.pdf

(3) Asylum Waitlists and Processing at the border. Center for U.S. –Mexican Studies. https://www.strausscenter.org/images/MSI/AsylumReport_MSI.pdf

(4) Manny Fernandez, A Path to America Marked by More and More Bodies. <https://www.nytimes.com/interactive/2017/05/04/us/texas-border-migrants-dead-bodies.html>

Take home final released on Canvas and in Class.

Th 11/26/20 Happy Thanksgiving!

T 12/01/20 The Right to not Migrate and to Dream

Read: Heidbrink, pp. 170-181, David Bacon, *The Right to Not Migrate, The Right to Stay Home*. PDF on Canvas under Week 10.

Guest Speaker: Gaspar Rivera, UCLA Labor Center.

Th 12/03/20 Review and wrap-up

TAKE HOME FINAL DUE Tuesday, December 8th 12 Noon on Canvas.