

Ethnic Studies 357:
FARMWORKER JUSTICE MOVEMENTS (4 credits)
Syllabus
Spring 2016

Contact Information

Instructors	Office, Phone & Email
Ronald L. Mize Associate Professor School of Language, Culture and Society Office: Gilkey Hall 200-CL@SE	Office Hours: Tues, Thurs 11:00-12:00 or by appointment 541.737.8803 Email ron.mize@oregonstate.edu

Class Meeting:

Thursdays, 4:00 pm - 7:50 pm, Waldo 244, including two off-campus service/experiential learning sessions (see Weeks 6-7) The course is four credits based on number of contact hours for lecture/discussion and two experiential learning sessions.

Course Description:

Justice movements for farmworkers have a long and storied past in the annals of US history. This course begins with the 1960s Chicano civil rights era struggles for social justice to present day. Focus on the varied strategies of four farmworker justice movements: United Farm Workers, Farm Labor Organizing Committee, *Pineros y Campesinos Unidos Noroeste*, and the Coalition of Immokalee Workers. The course is structured around the question of the movement and its various articulations. Together, we will cover some central themes and strategies that comprise the core of farm worker movements but the course is designed to allow you, the student, to explore other articulations you find personally relevant or of interest. This course is designated as meeting Difference, Power, and Discrimination requirements.

Difference, Power, and Discrimination Courses Baccalaureate Core Requirement:

ES357 "Farmworker Justice Movements" fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Course Expectations: The course instructors will expect students to develop the skills necessary to become critical readers, writers, and thinkers. As well, there is an expectation that students garner a strong understanding of the ways in which social justice movements operate. Students will become familiar with the differences among organizations and the varied strategies in the pursuit of social justice for/by farm workers, arguably one of the most marginalized populations in US society. In addition, students will be introduced to the scholarly literature and current thinking on the topics of the movement's success, challenges, opportunities, and failures. Note: the syllabus may be revised at the professors' discretion. Students are expected to attend class regularly (given we only meet 10 times over the course of the quarter) and arrive on time and ready to learn. Students' grades will be impacted if they do not meet course participation and attendance expectations.

Course Requirements: Students will be expected to complete a weekly reflection journal/discussion-based questions on Blackboard's discussion board. Based on the experiential learning opportunities, two assignments will explore the PCUN archives and a movement and the arts project associated with the field trip to Woodburn. The quarter will culminate in a curriculum development project to integrate course lectures, assigned readings, and theoretical insights into a previously unexplored topic. Class attendance and participation will also be assessed throughout the quarter. There will be an emphasis on readings and applications in this course and students are expected to have assigned readings conducted prior to class meeting. It is imperative that students keep up with readings since we will be covering a plethora of topics and moving quickly through the strategies and tactics of the four farmworker justice movements.

Course Objectives:

Upon completion of this course, students should be able to:

- 1) identify the salient ways in which farmworker movements pursue social justice aims;
- 2) demonstrate a broad knowledge of tactics and strategies deployed by farmworker justice movements;
- 3) distinguish among the four case studies (UFW, PCUN, FLOC, and CIW) in terms of shared or distinct tactics and strategies;
- 4) apply insights of course readings and classroom conversations into new articulations of the movement and its related themes/topics;
- 5) apply critical thinking skills to readings through presentation, discussion, and writing assignments.
- 6) meet Difference, Power and Discrimination (DPD) learning outcomes according to the following three criteria:

DPD Learning Outcomes:

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Course Website: The website for the course can be accessed through the main Canvas site at <https://oregonstate.instructure.com/>. The course website contains copies of syllabus with links to readings, assignments, lectures, and online grade book. It also includes the names and email addresses of your classmates should you need to contact someone regarding a missed class or assignment. Canvas is a dynamic course management system that allows students to see their grades in real time, access lecture materials, required readings, suggested further resources, and interact with faculty and fellow students via discussion board. It is essential that students actively monitor its contents on a regular basis.

Grading Procedure: The course grade will be mostly dependent upon your cumulative grade on the weekly reflections/discussion questions, curriculum development project, archive project, and the movement and the arts project. It is expected that students will attend class regularly and those who participate in class discussion and demonstrate that they are adequately prepared for each week will be rewarded. Students who do not complete all assignments on time or participate in classroom activities will not receive a passing grade. As the minimum requirements of the course are that the assigned articles be read and that the assignments completed on assigned due dates, students who do not fulfill these requirements have not fulfilled their responsibilities in this course. Regular attendance is taken as we expect students to be in class and fully prepared to learn and discuss readings and lecture materials.

Assignments and Relative Weights:

Assignment	Percent
Weekly Journal/ Discussion Board Entries	20%
Curriculum Development Project	25%
U of O Archive Project	20%

Assignment	Percent
The Movement and Art Project	20%
Class Attendance And Participation	15%
Total	100%

Grading Scale:

Percent	Letter Grade	Percent	Letter Grade
100 +	A+ (4.3)	74-76	C (2.0)
94-99	A (4.0)	70-73	C- (1.7)
90-93	A- (3.7)	67-69	D+ (1.3)
87-89	B+ (3.3)	64-66	D (1.0)
84-86	B (3.0)	60-63	D- (0.7)
80-83	B- (2.7)	0-59	F (0.0)
77-79	C+ (2.3)		

Academic Honesty: Cheating or plagiarism (presenting the words or ideas of others as your own) will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. I refer you the Oregon State University website (<http://oregonstate.edu/studentconduct/offenses>) on academic honesty should you have further questions.

Disability Statement and Access: Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Required Readings: All readings are available on Canvas. Please ask questions immediately if you need assistance in accessing to readings.

CLASS SCHEDULE

ES 357 “FARMWORKER JUSTICE MOVEMENTS”

We have structured this course as a standard quarter course and assigned readings according to a weekly schedule. Realize that topics covered will accompany the sets of readings leading up to the meeting week. For instance, you will need to have read selections from Stephen, Allen, Barger and Reza, and Mize and Swords for discussion on Thursday of Week Two. We strongly suggest you read ahead. Topics to be discussed will be covered on the weeks they are assigned. Core organizing principle of the course is that each class session revolves around the movement and a theme or topic: “*The Movement and...*”

Session 1. What is “The Movement?”

Required Readings (Please peruse the following websites)

- [Coalition of Immokalee Workers \(http://ciw-online.org\)](http://ciw-online.org)
- [Farm Labor Organizing Committee \(http://www.floc.com/wordpress/\)](http://www.floc.com/wordpress/)
- [Pineros y Campesinos Unidos del Noroeste \(http://www.pcun.org\)](http://www.pcun.org)
- [Farmworker Movement Documentation Project \(https://libraries.ucsd.edu/farmworkermovement/\)](https://libraries.ucsd.edu/farmworkermovement/)
- [United Farm Workers \(http://ufw.org\)](http://ufw.org)
- Introduction to this course and its methodology:
 - participatory, collaborative, generative, experimental
 - UFW, FLOC, PCUN & CIW serve as touchstones
 - Draw from academic, mass media, organizational & participant (re)sources
- Opening exercise: Surfacing over-arching assumptions
 - *“It’s a Movement because...*
 - *Its leaders and adherents say so*
 - *The Media says so*
 - *Academics say so*
 - *It engages and manifests “big ideas” for sweeping social change*
 - *It has charismatic and high profile leaders*
 - *It confronts, disrupts or discomfords the status quo and the powerful*
 - *It endures for decades*
 - *It is credited with changing prevailing social attitudes*
 - *[other responses]*
 - *Movements come about through*
 - *Spontaneous political or social combustion*

- *Careful planning, campaigning and maneuvering by a handful of committed activists*
 - *Foundation grants encouraging/commissioning study and/or action on specific issues*
 - *Sustained attention from mass media and popular entertainment*
- *Movements decline or disappear because*
 - *Their leaders falter, fail, give up, and/or discredit themselves*
 - *Laws enact the demanded reforms*
 - *Government, corporate or foundation funding coopts militancy*
 - *Their ideas prove to be wrong*
 - *They run out of money*
 - *Government jails, silences or otherwise represses leaders and activists*
- In class resources:
 - The PCUN-movement & its timeline: Where do you, your family, your community intersect?
 - PCUN's "The Twelve Big Ideas"
 - PCUN's "Progression of Struggle" chart

Session 2. *The Movement and...the Core Strategies of Four Key Organizations*

Required Readings

- Stephen, Lynn. 2012. "The Story of PCUN and the Farmworker Movement in Oregon," Center for Latino/a and Latin American Studies: Eugene.
- Allen, Patricia. 2008. "Mining for justice in the food system: perceptions, practices, and possibilities," *Agriculture and Human Values*. 25: 157-161.
- Barger, W.K. and Ernesto Reza. 1994. Excerpts from *The Farm Labor Movement in the Midwest*. University of Texas Press: Austin.
- Rosales, F. Arturo. 1996. Excerpts from *Chicano! The History of the Mexican American Civil Rights Movement*. Arte Publico Press: Houston.
- Mize, Ronald L. and Alicia C.S. Swords. 2010. Excerpts from *Consuming Mexican Labor: From the Bracero Program to NAFTA*. University of Toronto Press: Toronto.
- In-class resources:
 - PCUN outline on "With vs. Without a Union Contract"
 - PCUN outline on "the Path to a Union Contract"
 - "The Struggle in the Fields," Chicano! Documentary Series

Session 3. *The Movement and... Nonviolence*

Required Readings

- Orosco, José Antonio. 2008. *Cesar Chavez and the Common Sense of Nonviolence*. University of New Mexico Press: Albuquerque.
- Chavez, Cesar. 2008. “An Organizer’s Tale,” “The Plan of Delano,” “Creative Nonviolence,” “Martin Luther King Jr. I and II,” and “Wrath of Grapes” in *Cesar Chavez: An Organizer’s Tale Speeches*. Penguin Books: NY.
- In-class resources:
- “Fighting for Our Lives” (1973 UFW documentary about battles with growers and their collusion with the Teamsters)
- Guest speaker José Antonio Orosco to make the connection to other movements’ use of nonviolence as a value and a core strategy, plus its connection to peace studies.

Session 4. *The Movement and...“Community Unionism”*

Required Readings

- Mize, Ronald and Grace Pena Delgado. 2012. *Latino Immigrants in the United States*: Polity Press: London.
- Gamboa, Erasmo and Carolyn M. Buan eds. 1995. *Nosotros: The Hispanic People of Oregon*. Oregon Council for the Humanities: Portland.
- Drainville, André C. 2008. “Present in the World Economy: The Coalition of Immokalee Workers (1996–2007).” *Globalizations* 5 (3): 357–377
- Brown, Sandy and Christy Getz. 2008. “Privatizing farm worker justice: Regulating labor through voluntary certification and labeling.” *Geoforum*. 39: 1184–1196.

Session 5. *The Movement and... Immigrant Rights/Immigration Reform*

Required Readings

- Kleinman, Larry. 2011. “Immigrant Spring Five Years On,” PCUN: Woodburn.
- Shaw, Randy. 2008. *Beyond the Fields: Cesar Chavez, the UFW, and the Struggle for Justice in the 21st Century*. University of California Press: Berkeley, pp. 193-248.

Session 6. IN EUGENE. *The Movement and... Students*

Required Readings

- Articles from *Truthout* and *Takepart* on CIW

- Shaw, Randy. 2008. *Beyond the Fields*, pp.1-8.
- *Experiential learning resources:*
- Visit to and use of PCUN archives at UO Special Collections (possibly coupled with optional gathering with CLLAS folks—students, faculty, staff, etc.). Bring to Eugene Prof. Mario Sifuentez, Associate Prof. of US History at UC Merced, PhD from Brown U. (dissertation on PCUN’s founding & early years), and former Gardenburger Boycott leader as a UO undergraduate.

Session 7. IN WOODBURN. *The Movement and...* Cultural work

Required Readings

- Ferriss, Susan and Ricardo Sandoval. 1997. *The Fight in the Fields: Cesar Chavez and the Farmworkers Movement*. Harcourt Brace and Co.: Orlando, pp. 91-123.
- *Experiential learning resources:*
- Visit to PCUN & CLI
- Student research, select and present/explain a cultural image, activity (e.g., theater group performance), musical or artistic composition, illustrated “comic book” style document, etc.

Session 8. *The Movement and...* The Changing Workforce (e.g., indigenous workers & H-2A workers)

Required Readings

- Griffith, David. 2009. “Unions without Borders: Organizing and Enlightening Immigrant Farm Workers,” *Anthropology of Work Review*. 33(2): 54-66.
- Fox, Jonathan and Gaspar Rivera-Salgado. 2005. “Building Civil Society Among Indigenous Migrants,” *U.S. Mexico Policy Bulletin*, 7: 1-9.
- Bacon, David. 2006. Excerpts from *Communities without Borders: Images and Voices from the World of Migration*. ILR Press: Ithaca.
- Stephen, Lynn. 2007. Excerpts from *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon*. Duke University Press: Durham.
- Kandel, William and John Cromartie. 2004. “New Patterns of Hispanic Settlement in Rural America,” USDA Online: [http://www.ers.usda.gov/media/561319/rdr99_1 .pdf](http://www.ers.usda.gov/media/561319/rdr99_1.pdf).
- *In-class resources:*
- The progression in Oregon: “Braceros” from the Mexican interior, *Tejanos*, undocumented immigrants from Central Mexico (including Pur’epchas from Michoacan) , Mixtecos, Triquis.

- Possibly show (and amply on) segment of *Aumento Ya!* documentary on PCUN's Tenth Anniversary Organizing Campaign (in 1995) which involves Mixteco labor contractor and Triqui strikers.
- Arrange visit by PCUN leaders and former leaders who are from indigenous communities (one option is Don Leo Vallejo, Pur'epecha (Michoacan) community leader and co-leader of the PictSweet Mushroom organizing committee in Salem, 2001—there's a new video work by James Daria, UO graduate student, documenting this struggle and featuring Leo)
- FLOC, UFW & H-2A workers

Session 9. *The Movement and...* César Chávez

Required Readings

- Huerta, Dolores. 2008. Excerpts from *A Dolores Huerta Reader*, Mario T. Garcia ed. University of New Mexico Press: Albuquerque.
- Ganz, Marshall. 2009. Excerpts from *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford University Press: NY.
- Bardacke, Frank. 2012. *Trampling out the Vintage: Cesar Chavez and the Two Souls of the United Farm Workers*. Verso Books: NY, pp.509-540.
- Garcia, Matt. 2012. *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement*. University of California Press: Berkeley, pp.215-255.
- [Farmworker Movement Documentation Project](http://www.farmworker.org)
www.farmworker.org (Primary source materials)

Session 10. *The Movement and...* OSU Course ES 357.

- Brief presentation of each students' projects (see below)
- Q&A (about each)
- Closing reflections on “*What makes it a 'Movement'?*”

Curriculum Development Project

- Students pair up and select a topic
 - From list (below), excluding topics covered in class sessions
 - Each having some key questions articulated in advance (at least for topics we deem a “priority” based on our notions of future usefulness)
 - For which an inquiry can be started via materials on a “reference” list
- Product
 - Two-page summary narrative
 - Five to Ten Page Curriculum includes the following:
 - “Annotations” or references underpinning the narrative, including:
 - Key considerations and assumptions
 - Baseline facts deemed key to an accurate understanding & analysis
 - Articulation of “contentions” or issue framing
 - Instructive examples
 - Conclusions
 - Readings with Annotated Bibliography, Discussion Topics, Lecture Materials
 - Other useful sources

Topics...characterized by “How” (strategies, issues). [**Bold** indicates already covered]

- **Labor law & collective bargaining**
- **Nonviolence**
- **“Community Unionism”**
- **Immigrants’ Rights/Immigration reform**
- **Cultural work (music, art, theater)**
- Housing
- Consumer boycotts
- Nationalism
- NAFTA
- Leadership development
- The Future
- Pesticides
- Mechanization

Topics...characterized by “Who”

- **The changing workforce (e.g., indigenous workers)**
- **Students**
- **César Chávez**
- H-2A workers
- Women in leadership
- Faith communities
- Children in the fields

- Agribusiness & the growers
- Politicians/legislators
- Judges/the judiciary
- “Unlikely” allies (e.g., LGBT community)
- Youth
- Food retailers
- The mass media
- Legal services organizations
- Academia
- Oregon State University (e.g., Ag. & Forestry Schools, Extension Service, MEChA, the emerging PCUN-OSU collaboration)