

The Beets of Betrayal: Mexican Repatriation and Exploitation of Betabeleros in the 1930s

Rights and Responsibilities in History:

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Annotated Bibliography

Primary Sources:

Annual Report of the Commissioner-General of Immigration. United States Bureau of Immigration, 1911, pg. 121.

<https://archive.org/details/annualreportofcooounit/mode/2up>

This source helped me understand how poorly the government thought of these workers and just how willing they were to exploit them. I used this source to show the government's racist beliefs that Mexicans were suited to do menial, low-paying jobs.

Blakey, Roy G. "Beet Sugar and the Tariff." *The Journal of Political Economy* 21, no. 6 (1913): 540-554

Beet Sugar and the Tariff helped me understand how the Dingley Tariff Bill allowed the domestic sugar beet industry to grow to the point where it needed immigrant labor. It gave facts and statistics about how the boom of sugarbeets was caused by the bill, and also gave details on how Michigan was perfect for this opportunity in the sugarbeet industry.

Crawford, Remsen. "The Deportation of Undesirable Aliens." *Current History* (1916-1940), vol. 30, no. 6, 1929, pp. 1075-80. <http://www.jstor.org/stable/45470594>.

This source helped me understand some of the perspectives in favor of deportation. I used it to show how some of the public sentiment was very eugenic-like and anti-immigrant at the time.

Porter, Robert P. "The Dingley Tariff Bill." *The North American Review* 164, no. 486 (1897): 576-584.

The Dingley Tariff Bill helped me understand how the Dingley Tariff Bill was applied and how tariffs in general work. I used it to show some of the government's motivations behind the tax.

Bloch, Louis. "Facts About Mexican Immigration Before and Since the Quota Restriction Laws." *Journal of the American Statistical Association* 24, no. 165 (1929): 50–60.
Facts About Mexican Immigration Before and Since the Quota Restriction Laws helped me grasp the magnitude of the mass Mexican migration to the United States and some of the events that caused it. It used it to provide statistics and facts about the rush of migrants and what caused it.

Vachon, John. *Home of migrant workers in a sugar beet area of Saginaw County, Michigan*. 1941. Photograph. Library of Congress.
<https://www.loc.gov/item/2017813402/>
This source helped me understand the size and build of homes for Mexican immigrant workers. I used it to show how the housing was small and crude.

Vachon, John. *Housing for Mexican sugar beet workers*. 1941. Photograph. Library of Congress.
<https://www.loc.gov/item/2017813209/>
This source helped me understand what the housing looked like for Michigan sugar beet workers. I used it to show that the houses were shacks of low quality.

Kepplet, Udo J. *The Keepers at the Gate*. Sep. 29, 1897. Political Cartoon. Library of Congress.
<https://www.loc.gov/resource/ppmsca.28740/?st=image>
This source helped me understand how people felt about the Dingley Tariff bill. I used it to illustrate what the Dingley Tariff bill looked like and how it worked.

Lansing State Journal. "Labor Import Sift Planned." *Lansing State Journal*, May 4, 1935.
This source helped me understand more about the climate surrounding imported labor in Michigan. I used it to provide more statistics about the deportations, particularly those in the beet fields, and to show how the federal and state governments worked together to deport these workers.

Lansing State Journal. "5,000 Mexicans Harvest Beet Crop." *Lansing State Journal*, October 31, 1925.
This source helped me understand the magnitude of the number of migrants that worked in the Michigan sugar beet fields, as well as some of the conditions they worked and lived in. I used it to show the inadequacies of the company-provided housing.

Lange, Dorothea. *Mexican Child in Migrant Labor Camp*. 1935. Photograph. Dorothea Lange Digital Archive.
<https://dorothealange.museumca.org/image/mexican-labor/A67.137.7975/?section=in-the-camps>

This image helped me understand the magnitude of the terrible and unsanitary conditions in the labor camps. I used it to show how these conditions negatively impacted children, as well as to inspire the viewer to sympathize with this child and their struggles.

Edson, George. "Mexicans in the North Central States." *Perspectives in Mexican American Studies* 2, no. 1 (1989): 99-114

I used this source to understand the difficulty and process of farming sugarbeets, as well as some statistics about the magnitude of immigration to the United States. I also used it to show how Michigan sugar beet companies brought the workers into America.

NY Daily News Archive. *Mexican Repatriation*. August 20, 1931. Photograph. Getty Images.

https://en.wikipedia.org/wiki/File:Mexican_Repatriation,_1931.jpg

This source helped me understand and sympathize with the relatives of the deportees left behind in the deportations. I used it to show some of the faces and people who were impacted by these policies.

Herald Examiner. *Mexicans returning home by train*. 1932. Photograph. Los Angeles Public Library.

<https://tessa2.lapl.org/digital/collection/photos/id/26597/rec/1>

This source helped me understand the transportation used to deport the Mexicans and the magnitude of the number of people deported. I used it to illustrate the great number of people who were deported.

The only way to handle it. 1921. Political Cartoon. Library of Congress.

<https://www.loc.gov/resource/cph.3a44285/>

This source helped me understand America's stance on European immigration and quota laws. I used it to contrast the United States' harsh position on European immigrants versus its relaxed position on Mexican immigrants.

Lansing State Journal. *R.C. Kedzie, "Father of the Sugar Industry in Michigan."* Photograph. Archives of Michigan.

https://www.lansingstatejournal.com/gcdn/presto/2018/11/19/PLSJ/c21c72ce-69c1-4edd-b342-57a15efeecod-Sugar_Beets_Page_07.jpg?width=300&height=416&fit=crop&format=jpg&auto=webp

This source helped me understand who some of the founding fathers of the beet sugar industry were. I used it to put a face to the boom of the sugar beet industry.

Report on the Enforcement of the Deportation Laws of the United States. United States Commission on Law Observance and Enforcement, 1933.

This source helped me understand how lawlessly the laws surrounding deportation were interpreted, as well as the specifics of the process of deportation process. I used it to show how deportees had little to no representation or rights during deportation.

Lansing State Journal. *Seasonal workers thinning beets*. 1958. Photograph. Archives of Michigan.
[https://www.lansingstatejournal.com/gcdn/presto/2018/11/20/PLSI/26596a2a-1fac-4049-9bd8-b2432ec87c02-Sugar Beets Page 01.jpg?width=660&height=533&fit=crop&format=jpg&auto=webp](https://www.lansingstatejournal.com/gcdn/presto/2018/11/20/PLSI/26596a2a-1fac-4049-9bd8-b2432ec87c02-Sugar%20Beets%20Page%2001.jpg?width=660&height=533&fit=crop&format=jpg&auto=webp)

This source helped me understand the rigor of the work beet sugar laborers had to perform. I used it to show what the process of beet farming looked like.

Shaughnessy v. ex rel. Mezei, 345 U.S. 206 (1953)

This source helped me understand that although the government has the right to control who resides in the country it governs, the aliens they wish to get rid of are still entitled to equal protection under the law. I used this source to show that even non-citizens the government wishes to deport have rights.

United States v. Verdugo-Urquidez, 429 U.S. 259 (1990)

This source helped me understand how the debate about non-citizens and what rights they possess is not limited to the early or mid 1900s; it is still being discussed today. I used it to show that aliens that have connections to the United States and reside within its borders, such as the sugar beet laborers of Michigan, now should have full constitutional rights.

United States Department of Labor. "WOMAN AND CHILD LABOR." *Monthly Labor Review*, vol. 16, no. 5, 1923, pp. 161–69.

This source helped me understand how migrant beet workers often needed child labor to complete their work and how that need of labor did not allow the children to go to school. I used it to show how Mexican beet laborers were induced to have their children work so that they could provide wages.

Lansing State Journal. "A Worthy Plan." *Lansing State Journal*, October 11, 1932.

This source helped me understand how the local government was also involved in the deportation of Mexican laborers and clarified some of the sentiments surrounding the deportations. I used it to illustrate some of the statistics regarding the deportations.

Yamataya v. Fisher, 189 U.S. 86 (1903).

This source helped me understand the importance of precision, due process, and legal representation in deportations. I used it to show that this importance had been the precedent for deportations for years before the Mexican Repatriations took place.

Zadvydas v. Davis, 533 U.S. 678 (2001)

This source helped me understand that no matter the legal status of a non-citizen or if the non-citizen is migratory or not, if they are in the United States, they are entitled to Due Process. I used it to further prove my point that it is the right of all non-citizens to have fairness if they are to be deported or accused of a crime.

Secondary Sources:

Balderamma, Francisco. "America's Forgotten History Of Mexican-American 'Repatriation'" *Fresh Air, NPR*, By Terry Gross, 2015.

This source helped me understand more about the deportations of the 1930s; it helped me better understand and summarized key parts of Francisco Balderamma's book, *Decade of Betrayal: Mexican Repatriation in the 1930s, Revised Edition*. I used it to show how 'voluntary' deportations were not voluntary at all and were strongly pressured.

Balderamma, Francisco, and Raymond Rodríguez. *Decade of Betrayal: Mexican Repatriation in the 1930s, Revised Edition*. Albuquerque: University of New Mexico Press, 2006

This source helped me understand different aspects of Mexican Repatriation; it acted as a jumping-off point for my research on this topic. I used it to help explain some of the reasons why Mexicans were scapegoated and deported.

Lee, Jongkwan, Giobanni Peri, Vasil Yassenov. "The Employment Effects of Mexican Repatriations: Evidence from the 1930s." National Bureau of Economic Research. September 2017. https://www.nber.org/system/files/working_papers/w23885/w23885.pdf

This source helped me understand the impacts of mass deportation on the economy and native employees. I used it to show how deporting immigrants, even illegal ones, can result in fewer jobs for native workers.

Huey, Ryan A. "How sugar beets drew some of the first Latinos to Lansing." The Lansing State Journal. Last modified November 26, 2018. Accessed February 25, 2025.

<https://www.lansingstatejournal.com/story/news/local/2018/11/22/sugar-beets-latinos-migrant-lansing-michigan/1896787002/#:~:text=The%20number%20of%20Latinas%20and,have%20to%20begin%20with%20beets.>

This source helped me understand the sugar beet industry in Michigan and how Mexican immigrants were used to allow it to grow. Aside from using it to show the immediate impact the Great Depression had on the sugar industry and how the jobs that the deportees had filled were not filled, I also used it to find other primary sources.

Ignacio Piña "Mass Deportation: Devastating Costs to America, Its Budget and Economy." Documentary, Feb. 28, 2017. Video file, 1:15. American Immigration Council.

<https://www.youtube.com/watch?v=g9V7ODgWomo>

This source helped me understand what the process of mass deportation looked like for people affected, and it also showed me that whole families, not just adults or migrant workers, were deported. I used it to show how inhumane and unlawful the deportations were.

Ortega, Carolina. "Mexican American Repatriation in the Great Depression." Lecture, Sept. 26th, 2024. Video file, 1:26. American History TV, C-SPAN.

<https://youtu.be/aWKEEBVBC3w?feature=shared>

This source helped me understand and condense the information I had researched about the Mexican Repatriation into a shorter, more precise format. I used it to give an overview of the event and offer some key data about it.

Montoya, Camila. *Not a Sweet Deal: Mexican Migrant Workers in the Sugar Beet Farms of the Midwest and Mountain States, 1900-1930*. East Lansing: Michigan State University Department of History, 2000.

This source helped me understand why Mexicans immigrated to the United States, specifically Michigan, and also how they were mistreated in the beet fields they worked in. I used it to show that the Mexicans working in the sugar beet industry did not have better conditions than their compatriots in the South.

Haack, Hannah. "Sunnyside: A Mexican American Neighborhood in Michigan before, during, and after WWII." National Park Service. Last modified November 24, 2023. Accessed February 25, 2025.

<https://www.nps.gov/places/sunnyside-a-mexican-american-neighborhood-in-michigan-before-during-and-after-wwii.htm#:~:text=Migrant%20Workers%20in%20Michigan%20In%20the%201920s%2C,of%20the%20summer%2C%20these%20workers%20returned%20home.>

This source helped me understand more about how long these workers stayed in the country and how they were brought there. I used it to show that the Great Depression forced the migrants to stay in America because they could not afford to go home.

Hassanein, Nada. "*Trump migrant deportations could threaten states' agricultural economies.*" The Michigan Advance. Last modified December 10, 2024. Accessed March 29, 2025.

<https://michiganadvance.com/2024/12/10/trump-migrant-deportations-could-threaten-states-agricultural-economies/>

This source helped me understand how much we still rely on Mexican and other immigrant agricultural workers in the United States today. I used it to illustrate just how many Mexican agricultural laborers we use for our profit today.

Natelson, Rob. *Understanding the Constitution: The Fourteenth Amendment: Part 1*. 2021. Image. Independence Institute. <https://i2i.org/wp-content/uploads/14th-am650X390.jpg>

This source helped me understand the rights of American citizens, such as due process and equal protection, and how they are constitutionally protected. I used it to show that deporting citizens deprives them of their rights and discriminates based on ethnicity, which violates equal protection.