Resources for an Introductory Lesson on the Bracero Program

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Teaching the Bracero Program at Portland Community College: An Introduction

The Bracero Program was a bilateral agreement between the United States and Mexico that oversaw the recruitment and temporary migration of over 5.5 million Mexican men to work on American farms between 1942 and 1965. It is no exaggeration to say that the Bracero Program was the single most important development in twentieth-century U.S.-Mexico relations. The Bracero Program transformed the economies, demographics, and politics of both countries and created migration and settlement patterns that continue to this very day. This is especially true here in Oregon, where the Bracero Program helped set into motion the demographic transformations that continue to shape the racial and ethnic diversity of our state and of our student body.

Because Bracero Program history intersects with so many important aspects of globalization and international affairs, there are many ways of teaching it. The documents collected in this teaching guide are designed as an interdisciplinary introduction to the topic. They include both primary and secondary sources that reflect a variety of perspectives on the Bracero Program—from an international agreement signed by representatives of both governments, to an intimate interview between a father and son about the former's experience as a bracero. But there is no organizing logic to how I have selected these particular documents, except that I think that they all explain something valuable about the Bracero Program. You are welcome (and in fact, encouraged) to browse the many, many photographs, videos, interviews, audio recordings, and other primary and secondary sources listed at the end of this teaching guide. I have tried to organize those links in ways that allow you to select particular themes or formats that are most appropriate for your course.

The Document A is an encyclopedia entry-length essay that provides a basic overview of the Bracero Program and its history. This reading could serve as an introduction to the topic before assigning or screening a feature-length documentary about Bracero Program. The most comprehensive documentary is *Harvest of Loneliness*, created by a team of historians from the University of California, Irvine. Less comprehensive but more focused and grounded in the place where we are is the 27-minute documentary about the Bracero Program in Oregon that was produced by Oregon Public Broadcasting. Both of these documentaries highlight the rigors of bracero work and the abuses that the program exposed workers to. For instructors interested in how farmers promoted the program and persuaded Americans to continue supporting it, consider showing *Why Braceros?* a 1956 propaganda film created by a California farm lobbying group to justify the continued use of bracero labor in U.S. agriculture.

Document B is the text of the 1943 bilateral agreement that came to be known as the Bracero Program. At four pages, it is the longest document in the resource guide and as such can be removed as necessary. Students who read the document, however, will see the influence of the Mexican government in the negotiations over the agreement. Unlike previous unilateral efforts to recruit Mexican workers, the Bracero Program included important protections that were designed to shield braceros from abuse and exploitation. Perhaps most surprisingly, the Mexican government succeeded in adding a provision that extended anti-discriminatory protections to braceros. The assessment questions for this document ask students to consider the "fairness" of the agreement and to anticipate problems that might arise from it.

Document C is a propaganda poster created by the Office of War Information to promote the idea of hemispheric unity between the United States and Mexico. The context here is that the U.S. was pursuing a foreign policy that FDR described as the "Good Neighbor Policy," and which called for greater bilateral cooperation with Latin American countries. The discussion questions for this document ask students to consider the message and audience for the poster and to consider how the Bracero Program served as an extension of the Good Neighbor Policy.

If Documents B and C represent the perspectives of the U.S. and Mexican governments, Document D shifts the focus back to the workers themselves. This brief excerpt from an interview with a former bracero conducted by his son is a moving description of seemingly mundane aspects of the bracero experience. The discussion questions for this document focus on agency—how prospective braceros sought to secure a contract to work in the United States, and the choices they made once they received it. Of course, not everyone who wanted a bracero contract received one, a reality reflected in Document E, a photograph of hundreds of prospective braceros waiting their turn at a processing center in the Mexican state of Monterrey. Together, these documents and discussion questions shine light on braceros as agents and individuals and not just pawns at the mercy of economic forces beyond their control.

Despite the rhetoric of hemispheric unity, the history of the Bracero Program is littered with examples of abuse and exploitation of Mexican nationals. The last two documents in the resource guide bear witness to the pain and suffering of braceros, who endured both daily indignities and catastrophic accidents. Document F is a photograph of bracero workers being sprayed with DDT; a dangerous chemical now known to cause cancer. This delousing was only one part of the humiliating and painful experiences that braceros endured to be able to participate

in the program. Document G describes some of the worst accidents resulting in loss of life that took place while the Bracero Program was in operation. The document also describes the challenges of memorializing these events and providing justice for the victims and survivors of the Bracero Program.

Document A: What was the Bracero Program? By Israel Pastrana

As men and women poured into American cities to take up manufacturing jobs in war industries during World War II, agriculturalists in the Southwest worried about the possibility of labor shortages at harvest time. At their request, officials from the Departments of Agriculture, Labor, and State met with their counterparts in Mexico to discuss a temporary labor importation program between the two countries. The Emergency Farm Labor Supply Program, the first of a series of laws and international agreements that came to be known as the Bracero Program, was formalized by an exchange of diplomatic notes in August of 1942. Four weeks later five hundred guestworkers arrived by train from Mexico City to the sugar beet fields of Stockton, California. Over the next twenty-two years nearly 5 million contracts were signed by Mexican men to work in farms and, briefly, on railroads throughout the United States. The Bracero Program reignited migration patterns that had existed since the turn of the century but which had been forcibly halted by the large-scale repatriation of ethnic Mexicans during the Great Depression.

The Bracero Program was not the first time that American immigration officials had recruited Mexican nationals for temporary employment in the U.S. From 1917 to 1921, the U.S. Immigration Service operated a guestworker program that oversaw the importation of over 700,000 Mexican nationals for work in agriculture. Nor were Mexicans the only foreign guestworkers brought into the country. Jamaicans, Bahamians, Barbadians and Hondurans were

all imported under a special wartime agreement with Great Britain. Smaller guestworker program also brought in French-Canadian, Navajo, and Japanese workers to fill regional labor needs.

Unlike its 1917 counterpart, the World War II-era Bracero Program counted on the participation of Mexican officials in negotiating the terms of the international agreement. American labor demands coupled with the desire to promote hemispheric unity under the Good Neighbor Policy gave Mexican diplomats considerable leverage during these negotiations. They used this leverage to secure the U.S. government's endorsement of bracero contracts, guarantee a minimum wage, and grant braceros the right to elect representatives. Just as importantly, Mexican officials used the diplomatic opening created by the Good Neighbor Policy to condition bracero employment on the fair and equal treatment of Mexicans in the U.S. Mexico made good on this threat by barring braceros from working in Texas, a state with the long history of anti-Mexican discrimination, until 1948.

By then, however, the rapid growth of undocumented migration, caused in part by the unavailability of bracero labor in Texas and the formation of migrant networks by braceros elsewhere in the U.S., had drastically eroded Mexico's bargaining power over the program. Mexican officials refused to renew the bracero accords in 1948 but the program continued, albeit unilaterally and on terms favorable to U.S employers. During this period the Bracero Program also served as a way of legalizing Mexican nationals who had entered the country illegally, a process that both growers and government agents referred to as "drying out wetbacks." The practice of legalizing unauthorized migrants by converting them into braceros would be used

again during Operation Wetback, the infamous deportation campaign carried out by the U.S. Border Patrol in 1954.

Acting on the recommendations of the President's Commission on Migratory Labor, Congress authorized a massive overhaul of the Bracero Program in 1951. The Commission's report had argued that the presence of Mexican guestworkers depressed the wages of American farmworkers and likely encouraged prospective braceros to enter the country illegally. Lawmakers responded by bringing Mexico back into the agreement and reintroducing the federal government as the guarantor of individual work contracts. The spirit of cooperation was short-lived, however, and in January of 1954 the U.S. Border Patrol unilaterally opened the border and circumvented Mexican oversight of the Bracero Program by paroling migrants directly to employers.

The Bracero Program ended in 1964 when Public Law 78 was allowed to expire without extension. Advances in mechanical harvesting technology together with mounting criticisms by church, union, and civil rights organizations contributed to the program's demise. Six months after the Bracero Program expired, President Lyndon B. Johnson signed the Immigration and Nationality Act of 1965 that for the first time placed numerical limits on immigration from the Western Hemisphere. The closing of legal avenues for Mexican migration, bracero or otherwise, precipitated a new wave of unauthorized migration that saw the number of illegal entrants from Mexico triple between 1965 and 1972. While the Bracero Program formally ended in 1964, a smaller guestworker program continued under the H-2 visa system authorized by the Immigration and Nationality Act.

Further reading: Kitty Calavita, *Inside the State: The Bracero Program, Immigration, and the INS*, (New York: Routledge, 1992); Deborah Cohen, "Caught in the Middle: The Mexican State's

Relationship with the United States and its Own Citizen-Workers, 1942-1954," *Journal of American Ethnic History*, Vol. 20, No. 3 (Spring, 2001): 111-132; Timothy Henderson, "Bracero Blacklists: Mexican Migration and the Unraveling of the Good Neighbor Policy," *The Latin Americanist*, (December, 2011): 199-217.

Document B: Bracero Agreement between United States and Mexico, 1943

General Provisions

1) It is understood that Mexicans contracting to work in the United States shall not be engaged in any military service.

2) Mexicans entering the United States as result of this understanding shall not suffer discriminatory acts of any kind in accordance with the Executive Order No. 8802 issued at the White House June 25, 1941.

3) Mexicans entering the United States under this understanding shall enjoy the guarantees of transportation, living expenses and repatriation established in Article 29 of the Mexican Federal Labor Law as follows:

   Article 29.- All contracts entered into by Mexican workers for lending their services outside their country shall be made in writing, legalized by the municipal authorities of the locality where entered into and vised by the Consul of the country where their services are being used. Furthermore, such contract shall contain, as a requisite of validity of same, the following stipulations, without which the contract is invalid.

   I. Transportation and subsistence expenses for the worker, and his family, if such is the case, and all other expenses which originate from point of origin to border points and compliance of immigration requirements, or for any other similar concept, shall be paid exclusively by the employer or the contractual parties.

   II. The worker shall be paid in full the salary agreed upon, from which no deduction shall be made in any amount for any of the concepts mentioned in the above sub-paragraph.

III. The employer or contractor shall issue a bond or constitute a deposit in cash in the Bank of Workers, or in the absence of same, in the Bank of Mexico, to the entire satisfaction of the respective labor authorities, for a sum equal to repatriation costs of the worker and his family, and those originated by transportation to point of origin.

IV. Once the employer established proof of having covered such expenses or the refusal of the worker to return to his country, and that he does not owe the worker any sum covering salary or indemnization to which he might have a right, the labor authorities shall authorize the return of the deposit or the cancellation of the bond issued.

4) Mexicans entering the United States under this understanding shall not be employed to displace other workers, or for the purpose of reducing rates of pay previously established.

Contracts

a) Contracts will be made between the employer and the worker under the supervision of the Mexican Government. (Contracts must be written in Spanish.)

b) The employer shall enter into a contract with the sub-employer, with a view to proper observance of the principles embodied in this understanding.

Admission

a) The Mexican health authorities will, at the place whence the worker comes, see that he meets the necessary physical conditions.

Transportation

a) All transportation and living expenses from the place of origin to destination, and return, as well as expenses incurred in the fulfillment of any requirements of a migratory nature shall be met by the Employer.

b) Personal belongings of the workers up to a maximum of 35 kilos per person shall be transported at the expense of the Employer.

c) In accord with the intent of Article 29 of Mexican Federal Labor Law, quoted under General Provisions (3) above, it is expected that the employer will collect all or part of the cost accruing under (a) and (b) of Transportation from the sub- employer.

Wages and Employment

a. Wages to be paid the worker shall be the same as those paid for similar work to other agricultural laborers under the same conditions within the same area, in the respective regions of destination. Piece rates shall be so set as to enable the worker of average ability to earn the prevailing wage. In any case wages for piece work or hourly work will not be less

than 30 cents per hour.

b. On the basis of prior authorization from the Mexican Government salaries lower than those established in the previous clause may be paid those emigrants admitted into the United States as members of the family of the worker under contract and who, when they are in the field, are able also to become agricultural laborers but who, by their condition of age or sex, cannot carry out the average amount of ordinary work.

c. The worker shall be exclusively employed as an agricultural laborer for which he has been engaged; any change from such type of employment or any change of locality shall be made with the express approval of the worker and with the authority of the Mexican Government.

d. There shall be considered illegal any collection by reason of commission or for any other concept demanded of the worker.

e. Work of minors under 14 years shall be strictly prohibited, and they shall have the same schooling opportunities as those enjoyed by children of other agricultural laborers.

f. Workers domiciled in the migratory labor camps or at any other place of employment under this understanding shall be free to obtain articles for their personal consumption, or that of their families, wherever it is most convenient for them.

g. The Mexican workers will be furnished without cost to them with hygienic lodgings, adequate to the physical conditions of the region of a type used by a common laborer of the region and the medical and sanitary services enjoyed also without cost to them will be identical with those furnished to the other agricultural workers in the regions where they may lend their services.

h. Workers admitted under this understanding shall enjoy as regards occupational diseases and accidents the same guarantees enjoyed by other agricultural workers under United States legislation.

i. Groups of workers admitted under this understanding shall elect their own representatives to deal with the Employer, but it is understood that all such representatives shall be working members of the group.

   The Mexican Consuls, assisted the Mexican Labor Inspectors, recognized as such by the Employer will take all possible measures of protection in the interest of the Mexican workers in all questions affecting them, within their corresponding jurisdiction, and will have free access to the places of work of the Mexican workers, The Employer will observe that the sub-employer grants all facilities to the Mexican Government for the compliance of all the clauses in this contract.

j. For such time as they are unemployed under a period equal to 75% of the period (exclusive of Sundays) for which the workers have been contracted they shall receive a subsistence

allowance at the rate of $3.00 per day. Should the cost of living rise this will be a matter for reconsideration. The master contracts for workers submitted to the Mexican government shall contain definite
provisions for computation of subsistence and payments under the understanding.

k. The term of the contract shall be made in accordance with the authorities of the respective countries.

l. At the expiration of the contract under this understanding, and if the same is not renewed, the authorities of the United States shall consider illegal, from an immigration point of view, the continued stay of the worker in the territory of the United States, exception made of cases of physical impossibility.

Savings Fund

a. The respective agencies of the Government of the United States shall be responsible for the safekeeping of the sums contributed by the Mexican workers toward the formation of their Rural Savings Fund, until such sums are transferred to the Wells Fargo Bank and Union Trust Company of San Francisco for the account of the Bank of Mexico, S.A., which will transfer such amounts to the Mexican Agricultural Credit Bank. This last shall assume responsibility for the deposit, for the safekeeping and for the application, or in the absence of these, for the return of such amounts.

b. The Mexican Government through the Banco de Crédito Agrícola will take care of the security of the savings of the workers to be used for payment of the agricultural implements, which may be made available to the Banco de Crédito Agrícola in accordance with exportation permits for shipment to Mexico with the understanding that the Farm Security Administration will recommend priority treatment for such implements.

Numbers

As it is impossible to determine at this time the number of workers who may be needed in the United States for agricultural labor employment, the employer shall advise the Mexican Government from time to time as to the number needed. The Government of Mexico shall determine in each case the number of workers who may leave the country without detriment to its national economy.

General Considerations

It is understood that, with reference to the departure from Mexico of Mexican workers, who are not farm laborers, there shall govern in understandings reached by agencies to the respective Governments the same fundamentals principles which have been applied here to the departure of farm labor.

It is understood that the employers will cooperate with such other agencies of the Government of

the United States in carrying this understanding into effect whose authority under the laws of the United States are such as to contribute to the effectuation of the understandings.

Document C: World War II poster created by the Office of War Information, 1943



https://digital.library.unt.edu/ark:/67531/metadc426/

Document D: An English translation of an oral history of Luis Marquez, ex-bracero, conducted by his son, José Marquez, 2011

JM: Jose Marquez (father)
LM: Luis Marquez (son)

LM: Dad, do you remember when you used to tell us that you used to work as a bracero and illegally? Do you remember telling us about it?

JM: When I was illegal I was in Texas. I was in ranch that was called the 90, because it was very big...

LM: And what year was that? Do you remember?

JM: No, I don't remember.

LM: It was before we were born, remember?

JM: Yes, all of you were born after I was already there.

LM: So it was around 1956 or 57 in those years when you were an illegal worker and after being an illegal worker you got a contract in a bracero program.

JM: Yes, I got a contract to come to work in California.

LM: Do you remember what that job was?

JM: They used to make a list then they would take you, not everyone, one here and there, to the center of contracts in Guadalajara and they...

LM: The commissario would make the list, he would look for the candidates, he would look for the people...

JM: Yes, but he wouldn't include everyone...

LM: No, not everyone, only certain people...

JM: Once they made the list they would take them to Guadalajara and they would do the contracts there.

LM: How would they send you there when they contracted you...in cars, in airplanes, in donkeys...in trains…?

JM: In trains.

LM: Ah, in trains. So you went from Empalme Sonora to the United States…

JM: Yes and from there they would give you the passports.

LM: Who would decide where u were going to work? Who would decide that…?

JM: In Empalme Sonora, a lot of them would go to different places...and some would be sent to Arizona and I imagine they wanted to go because it was very hot over here...

LM: So the bosses would arrive, looking for manual laborers, and braceros from Mexico would arrive. So, would they say, I have some work Texas or I have work in California or I have work in Arizona...

JM: It depended, some wanted twenty, thirty, forty, or fifty people.

LM: So was it voluntary, and you could say, I want to go to California, or I want to go to Texas?

JM: Many wanted to go to Arizona because it is very hot there and that was what they were used to.

LM: What did you used to do in San Jose?

JM: Picked cucumbers and zucchini.

LM: And how did they used to pay you, by hour or by contract?

JM: Per hour.

LM: Do you remember how much they used to pay you?

JM: I used to get paid $1.25 an hour.

LM: And why did you decide to come here, because mom brought you here or what?

JM: Once the contract was over in Sonoma, then we came here.

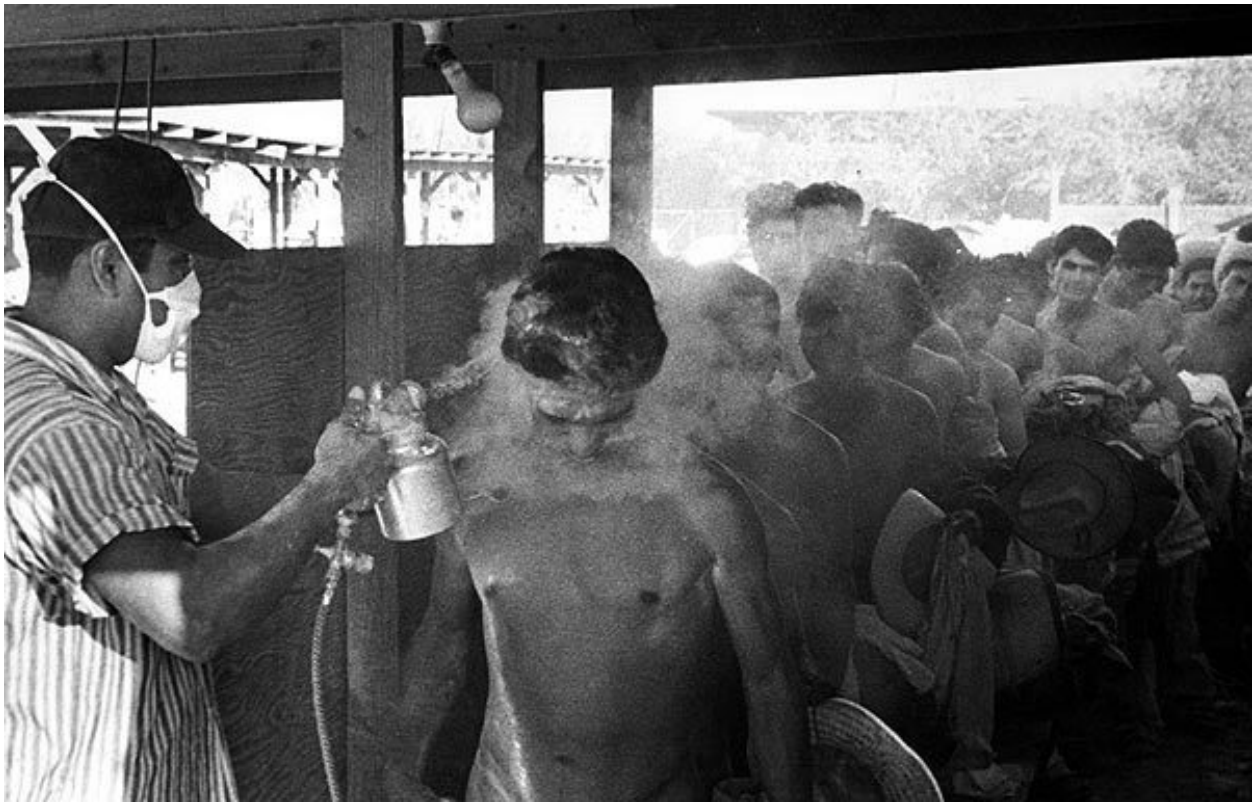
https://dp.la/primary-source-sets/mexican-labor-and-world-war-ii-the-bracero-program/sources/73

Document E: Braceros waiting at the Monterrey Processing Center, Mexico, 1956



https://americanhistory.si.edu/collections/search/object/nmah_1353244

Document F: Bracero workers are sprayed with DDT upon crossing the border, Hidalgo, TX, 1956



https://www.latimes.com/local/la-me-tobar-bracero-pictures-photogallery.html

Document G: California Assembly Concurrent Resolution No. 113 – Relative to the Bracero Memorial Highway, 2010

WHEREAS, Mexican nationals, known as Braceros, were legally contracted to work mostly in the agricultural and railroad industries in the Salinas Valley, and elsewhere, to alleviate a labor shortage during World War II; and

WHEREAS, Two tragic, preventable incidents illustrate their unsafe working conditions; and

WHEREAS, On June 17, 1958, approximately 50 Mexican Braceros were being transported from a Soledad labor camp to perform field work in the Salinas Valley. The truck transporting them was a flatbed truck converted to have a covered metal top, wooden benches, and only narrow exits at the end of the vehicle; and

WHEREAS, Purportedly, two gasoline cans were in the truck for two days prior to the incident, which the driver claimed were emptied the day before the accident. The driver did not inform the passengers that they should not smoke because there were gasoline cans in the truck; and

WHEREAS, One of the men lit a match igniting a flash fire in the passenger compartment of the vehicle; and

WHEREAS, Twelve men died immediately of asphyxia and second-, third-, and fourth-degree burns as they were trapped in the vehicle, two more men later died, and an additional 17 Mexican Braceros were hospitalized; and

WHEREAS, At that time, there was no state law prohibiting carrying gasoline cans in vehicles, and no criminal charges were brought; and

WHEREAS, The National Safety Council considered the fire the worst noncollision vehicle tragedy in the nation since 1944; and

WHEREAS, On September 17, 1963, on a lonely stretch of railroad track paralleling State Highway Route 101 at Thomas Ranch Road in the City of Chualar, near Salinas, California, 32 Bracero farmworkers lost their lives and another 24 were injured in the biggest single fatal vehicle accident in California history and the worst of its type in United States' history; and

WHEREAS, The Braceros who were injured and killed were being transported in a truck converted into a bus without the approval of, or inspection by, any government agency, on the way to harvest celery for one dollar ($1) per hour, when struck by an oncoming train; and

WHEREAS, Legal immigrant farmworkers continue to cross the border to work in many parts of California without being provided safe working conditions or being treated with dignity and respect; and

WHEREAS, In recognition of the Braceros' contributions and sacrifice in the Salinas Valley and elsewhere in California, it would be a fitting tribute to designate a portion of State Highway Route 101, between Soledad and Chualar, in Monterey County, as the Bracero Memorial Highway; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Legislature hereby designates the portion of State Highway Route 101 from milepost 312 to exit 317, south of Chualar, in Monterey County as the Bracero Memorial Highway; and be it further

Resolved, That the Department of Transportation is requested to determine the cost of appropriate signs consistent with the signing requirements for the state highway system showing this special designation and, upon receiving donations from nonstate sources sufficient to cover the cost, to erect those signs; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Department of Transportation and to the author for appropriate distribution.

[Filed with Secretary of State, August 17, 2010]

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=200920100ACR113

Assessment Questions for Documents A-G

These questions can either be used as prompts for in-class discussions or out of class reflections. You are encouraged to ask students to think *across* the documents and look for connections between them and/or places where they come into conflict. Together, the six documents could form the basis of a Document-Based Question that takes the form of an academic essay grounded in primary and secondary sources. Another option is to use the documents to inform a collaborative project like the one I describe below. Again, don't feel limited to the documents provided; you are encouraged to find ones that more closely align with your course objectives.

Document A: What was the Bracero Program?

- What made the WWII-era Bracero Program different than the guestworker program that had existed before? What do you think these differences meant for the Mexican men who came to work in the United States?

- What factors led to the end of the Bracero Program? How might the end of the Bracero Program have affected the lives of the men who participated in it?

Document B: Bracero Agreement between United States and Mexico, 1943

- What kinds of labor protections did the Bracero agreement extend to Mexicans working in the United States? Do the terms of this agreement seem "fair" to you? Explain why or why not.

- What are some potential problems with the Bracero Program that you can anticipate after reading the Agreement? What would you change or alter from the document to address these potential problems?

Document C: World War II poster created by the Office of War Information, 1943

- This poster was created by the Office of War Information during WWII. What do you think is the message or information that the poster was designed to send? Who do you think was the poster's intended audience?

- How did the Bracero Program reflect a spirit of unity between the U.S. and Mexico?

Document D: An English translation of an oral history of Luis Marquez, ex-bracero, conducted by his son, José Marquez, 2011

- Luis Marquez remembers that "only certain people" were chosen to work as braceros. What do you think made someone more likely to be selected for employment?

- What factors do you think made some kinds of bracero work better than others? In other words, why was picking cucumbers in San Jose considered a better job than picking cotton in Arizona?

Document E: Braceros wait to be processed at the Monterrey Processing Center, 1956

- Describe what you see in the image. Why do you think that so many Mexican men wanted to sign up for the Bracero Program?

- How does this image help to explain why so many Mexican men would chose to seek work in the United States without authorization under the Bracero Program?

Document F: Bracero workers are sprayed with DDT upon crossing the border, Hidalgo, TX, 1956

- What was your initial reaction after viewing the photograph? Why do you think that the U.S. government would have tried to limit the reach of photographs like this?

- In interviews and oral histories, few braceros chose to speak about this part of their experience. Why do you think braceros would be hesitant to talk about it?

Document G: California Assembly Concurrent Resolution No. 113 – Relative to the Bracero Memorial Highway, 2010

- Consider the two "tragic, preventable incidents" described in the Assembly Bill. What do these incidents reveal about the occupational dangers that braceros faced?

- Do you think that the designation of a "Bracero Memorial Highway" is an appropriate way to recall the legacy of the Bracero Program?

Unit Project:

Create a sign, mural, or monument commemorating the Bracero Program and the legacy it left

behind in both the U.S. and Mexico. Your sign, mural, or monument should be informed by the historical documents and should seek to center the perspectives of braceros themselves. In other words, your project should not glorify or celebrate the Bracero Program without considering the impact that it had on the lives of those who took part. In addition to creating the design of the sign, mural, or monument, you must also submit a 1000-word artist statement that describes the work, your creative process, and how your project reflects what you've learned about the Bracero Program.

Resources for Further Learning

Teaching Guides

- Braceros: An Educators Guide
- Researching the Bracero Program
- 1942: The Bracero Program (Library of Congress Research Guides)
- The Bracero Program: A Historical Investigation

Documentary Videos

- The Dark History of Gasoline Baths at the Border
- Forgotten Voices: The Story of the Bracero Program
- The Braceros at 80

Music and Song

- El Corrido del los Braceros (Spanish)
- El Bracero y La Pachuca (Spanish)
- Bracero by Phil Ochs
- Deportee by Arlo Guthrie

Photography

- These intimate photos chronicle the Mexican worker program that helped 'feed and build America'
- Long-Lost Photos Reveal Life of Mexican Migrant Workers in 1950s America
- Learning from Bracero-era Photos
- Importing Labor: The Bracero Program (Dorothea Lange Digital Archive)
- Braceros in Oregon Photograph Collection

Gender and Families

- La Pena Negra: Mexican Women, Gender, and Labor During the Bracero Program
- In The Camp's Shadows: Intimate Economies in the Bracero Program
- Breaking the Silence: Mexican Children and Women's Confrontation of Bracero Family Separation

Museum Exhibitions

- Bittersweet Harvest: The Bracero Program, 1942-1964
    - Lesson Plan and Activity Guide, UNC Charlotte
- Bracero History Archive
- Braceros: Melding History and Art
- The Bracero Program (Museum of Sonoma County)