LATINO WORKERS IN THE UNITED STATES
37:575:307
SUMMER 2013

Instructor:
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Course Description

This course examines the experience of Latino workers in the United States through a review of the current scholarship in this field. We will draw on literature from various disciplines including sociology, economics, geography and demography. We discuss the factors that impact labor migration from sending countries including U.S. foreign and domestic policy; the patterns of Latino settlement in the United States; the Latino experience in the U.S., the role of Latino workers in U.S. society and the U.S. economy; the impact of the new migration on the U.S. labor market and social policy.

Course Competencies

At the conclusion of this course it is expected that students will be able to:

- Understand, critically analyze and synthesize academic, policy and popular sources of literature regarding the experience of the diverse groups of Latino workers in the United States labor market
- Express themselves clearly and concisely in writing about course topics.

Relationship to Rutgers Learning Goals:

This course relates to the overall objective of a liberal arts education in the area of 21st century challenges. A Rutgers University SAS graduate will be able to:

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

Course Organization

Week 1: Course Orientation
Week 2: Introduction to Course Content
Week 3: Immigration & Native-born Latinos
Week 4: Ethnic Economies & Social Networks
Week 5: Labor Force Participation & Occupations
Week 6: Spatial & Skills Mismatch
Week 7: Guest Workers & Undocumented Workers
Week 8: Course Project Work Week
Week 9: Immigrant Competition vs. Complementarity
Week 10: Organizing Latino Workers

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Week 11: Wrap-up & Final Exam

Course Requirements

The course involves:

Reading, Audio/Video Assignments

Reading – Students will read book chapters, academic journal articles, newspapers articles and other reports. All required reading is be posted in the course shell. There is no textbook required for this course.

Webliography – This course involves contemporary topics, which are regularly in the news or are discussed on the Internet. Beyond the reading material uploaded into the course to pages associated with each week's topic, I will post interesting reading, videos and links to websites in the Webliography. Anything posted here is not required reading but might be useful to you as you work on your course project or post to the forum. Students are encouraged to share reading, videos and links of interest to the class in the Webliography.

Audio/Visual – Student will occasionally be required to watch instructor generated video presentations as well as watch other videos and listen to audio presentations related to Latino workers in the U.S. All video and audio material is provided through links within the course shell.

Writing Assignments

Latino Groups Matrix

This assignment requires you to select four different Latino groups residing in the U.S. Remember, Latinos are not a homogeneous group. In order to have a clearer understanding of this fact, you will create a matrix with the four different Latino groups on one axis and four different attributes on the other axis. Attributes must include **educational attainment**, the rest are up to you to decide (citizenship, unemployment rate, poverty level, etc.). You must give a full description of each attribute along with any numbers or statistics. You should submit this in table format. The best place to find this information is Pew Hispanic Center (www.pewhispanic.org). Check their data and resources tab as well as their demography and immigration research. Along with your table you must also submit a detailed impression of your findings. What do you think accounts for the differences or similarities?

	Attribute 1	Attribute 2	Attribute 3	Attribute 4
Latino Group 1				
Latino Group 2				
Latino Group 3				
Latino Group 4				

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There are two areas of review on a student's Matrix/Impressions:

Content: (50 points)
You must succinctly address your impressions of your findings.

Mechanics: (20 points)
Grammar, spelling and sentence structure are important. Students must also be mindful of sentence structure and how ideas are presented.

Due via Dropbox on June 17, 2013 by 11:59 pm.

Reading Response Entries

There are 2 Reading Response Entries assigned in this course. You have 1 week to complete each Reading Response Entry.

Reading response entries are at least 500 words in length. They are meant to be a brief but thoughtful response to **all** of the readings for that week. Insightfulness and clarity are important. The weekly response entries are meant to help me gauge your understanding of the week's lectures and readings. A reading response paper does not re-tell the "story" in the material but it does identify the main ideas as well **as the relationships of these ideas to course themes/issues and to other course materials (synthesis).**

There are two areas of review within a student's reading response entries: content and mechanics.

Content: (75 points)
You must demonstrate to me that you have completed all the assigned reading by identifying the main themes in the reading and how they relate to the week's topic (synthesis).

Mechanics: (25 points)
Grammar, spelling and sentence structure are important. Students must also be mindful of sentence structure and how ideas are presented.

These reading response entries are scored as an important measure of your engagement with the week's topics.
Due Dates:

Reading Response Entry A	Week 7; Due by 11:59 pm 7/15
Reading Response Entry B	Week 10; Due by 11:59 pm 8/5

Forums

Forums are asynchronous discussions, which student groups use to process and synthesize course content. In each forum, I will provide you with a newspaper or magazine article, brief video or audio recording from current events related to Latinos in the U.S. After reading, watching or listening, it is expected that you will engage in an online forum discussion with other members of the class. Leading questions will be posted with each forum.

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There are 4 forums assigned in this course. Each forum is 1 week in length. **A missed forum cannot be made up.**

There are three areas of review within a student's forum comment: content/synthesis, participation and mechanics.

Content/Synthesis: (30 points)

Students are required to engage in an informed academic discussion on selected course topics within each forum. Students are also required to synthesize the forum discussion with the course reading for the week and/or from prior weeks.

Participation: (15 points)

Students are required to cultivate on online learning community that will enable you to understand and synthesize weekly topics. Engaging with and responding to the ideas of other students through this online learning community will give students a broader appreciation of the ideas put forth in the class.

During weeks that forums are open there is a "first comment by" deadline of 11:59 pm on Sunday. Missing the "first comment by" deadline will result in an automatic 5-point participation deduction. Making all comments in 1 day at anytime during the forum open period will also result in a 5-point deduction.

There is a 3-comment minimum for each forum. Remember the idea is to engage and respond (react) to the commentary. Making 2 comments results in a 15-point deduction; making only 1 comment will result in a 30-point deduction.

Mechanics: (5 points)

Grammar, spelling and sentence structure are important. This is an online forum – but it is an online forum in an upper level college class! Students must also be mindful of sentence structure and how ideas are presented.

Due Date:

Introduction Forum (1)	Opens 6/4; First comment by 6/8; Closes 11:59 pm 6/10
Forum 2	Opens 6/18; First comment by 6/22; Closes 11:59 pm 6/24
Forum 3	Opens 7/2; First comment by 7/6; Closes 11:59 pm 7/8
Forum 4	Opens 7/23; First comment by 7/27; Closes 11:59 pm 7/29

Course Project: Position Power Point Project

This course examines the experiences of the diverse groups of Latino workers in the United States' labor market through a review of current scholarship in this field. As part of this process, students will investigate a current issue significant to the Latino workforce in the U.S. and prepare a Power Point presentation that summarizes their findings and reflects their **position on the issue**.

Procedures

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Choose Your Issue

Select a current issue significant to the Latino workforce in the U.S. You must make your selection from the following four choices.

- The DREAM Act
- Alabama House Bill 56

Once your topic is selected, you should do some research on the subject matter. While you may already have an opinion on your topic and an idea about which side of the argument you want to take, you need to ensure that your position is well supported. Listing out the pros and cons/sides of the topic will help you examine your ability to support your counterclaims, along with a list of supporting evidence for both sides.

Before you begin your project, familiarize yourself with how to write a position paper, there are many sources on-line that can be found through a simple Google search. Remember that your job on this project is to take one side of an issue and persuade your audience (me) that you are knowledgeable on the issue and you can support your position with evidence. You must also be able to discuss the opposing position and refute their claims with research-based evidence. You must cite all your sources. Your sources (minimum of 6) should come from academic, popular (reputable) and on-line research.

Communicate Your Choice

You must communicate your issue choice to me, WITH YOUR POSITION, through the DROPBOX by 11:59 pm on June 21, 2013. If you do not communicate your choice to me by said date, I will choose a topic for you and email this to you by June 23, 2013.

Remember, when you choose your topic to ask yourself whether there are two identifiable positions in your topic and whether you can clearly articulate your position. Also, consider whether there is enough research and evidence to support your position.

Project Requirements

Slides and Notes Page Requirements

The minimum number of content Power Point slides is 16. Let's try to keep the maximum number at around 30.

This maximum number does not include the title page, content divider slides or the bibliography.

Your Issue Position Power Point Project should be written with a persuasive and confident tone (although you must always back up your position(s) with research and facts).

Template

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The following is a template for arranging your Power Point Project. This template is not a suggestion! If you arrange your project as closely as possible to this template, you will ensure that you have included all the necessary elements of your project.

1) Introduction/Background (four-six slides)
    a. Introduce the topic
    b. Background information/details surrounding the issue
    c. Your view on the issue
2) Alternative Positions/Opposing Positions (four-six slides)
    a. Detailed discussion of alternative positions
    b. Provide supporting information for alternative positions
    c. Detailed discussion of reason(s) for writer's position (refute the counterclaims)
    d. Provide evidence for your argument
3) Your Argument (four-six slides)
    a. Assert point #1 (#2, #3…) of your claims
    b. Give your opinion
    c. Provide support
4) Summary and Conclusion (four-six slides)
    a. Restate the importance of the issue
    b. Restate your position
    c. Mention additional research/discovery needed from others that would be helpful to furthering knowledge on the issue
5) Works cited (one slide)

Other Requirements

- You must include notes pages with your Power Point Presentation. Your notes pages tell me what you cannot in your slides. If this were a face-to-face class, you would present your power point with some details and discussion not presented on the slides. Your notes pages will take the place of these details and discussion.

- Students must properly cite all sources. Students can receive free assistance at the Rutgers Learning Centers (LRC's). To learn more about the LRC's visit: http://lrc.rutgers.edu All Power Point Projects must include a "Works Cited" page within the Power Point Presentation (final slide).

- Your work must be your own!! Plagiarism: All students should know and abide by academic ethics. "Plagiarism is the representation of words or ideas of another as one's own in any academic exercise" (Policy on Academic Integrity, Rutgers, New Brunswick). Information is available on the following web site: http://ctaar.rutgers.edu/integrity/student.html.

Grading

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The development and submission of this course project represents 20% (200 points) of your final grade. It will be assessed on 3 dimensions:

Content Student thoroughly presents both sides of an issue and clearly expresses their own position on the topic. Student uses a minimum of 6 sources, which include academic articles.	60% (120 points)
Grammar Student demonstrates proper grammar usage and correct spelling throughout the Power Point presentation.	25% (50 points)
Originality Student has original ideas and innovatively uses facts from their research to support their position.	15% (30 points)
Total	100% (200 points)

Online Tests

Quiz
A list of key terms will be posted during Week 2. You will be quizzed on these key terms in Week 5. The Key Terms Quiz opens on 6/27 and is due by 11:59 pm on 6/30. The quiz will consist of multiple choice, true/false and fill in the blank questions.

Final Exam
The final exam is a comprehensive exam. It will consist of essay, short answer, multiple choice, true/false and fill in the blank questions. The final exam opens on 8/9 at 12:01am and closes at 11:59 pm on 8/11.

Grading

A final grade is based on a 1000-point system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

A	900-1000 points
B+	870-899 points
B	800-869 points
C	700-799 points
D	600-699 points
F	599 points and below

The points are accumulated as follows:

Item **% of Grade**	**Assignment and Associated Points**

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Writing Assignments 45%	Latino Groups Matrix and Impression 70 points Forums • Introductory Forum 30 points • Unit Content Related Forum 50 points each (3) Reading Response Entries 100 points each (2)
Course Project 20%	Issue Position Power Point Project 200 points
Online Tests 5% 30%	 Terms Quiz – 50 points Final Exam – 300 points

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Policies and Procedures

Class Sessions

The success of this course depends on active engagement and dialogue by members of the class. You must be fully prepared to discuss and debate the issues raised in the assigned reading material. The course week begins on **Tuesday** for all weeks.

- You are expected to enter the course for the first time on the first day of the semester, Tuesday, May 28, 2013.
- The last day you are expected to log into the course prior to final grades being posted is Sunday, Sunday, August 11, 2013.

A weekly message will be sent to you each Tuesday. In addition, I will upload this message into the course weekly messages file in document sharing and Course Announcements by 12pm (noon) each Tuesday.

Each week of the semester is divided into Units. In each Unit, I will introduce the topic for the week in the weekly message. This message will contain key terms and phrases; link you to power point slides and/or videos. Each Unit will also contain your reading for the week.

Keeping current with the material and assignments is vital to your success in the course. You are expected to participate in the online class each week fully prepared to discuss and debate the issues raised in the assigned reading material. Exam material will draw heavily from material covered in lectures, reading response entries and forum discussions.

Due Dates

This is not a self-paced class! All assignments must be completed by dates indicated on the course calendar. Deadlines are listed in the syllabus with the course assignments section as well as on the course calendar available in the course shell. Thus, you have significant notification of deadlines.

Reading response entries and the Position Power Point Project will be accepted up to 24 hours late for a deduction of 10% of the assignment points. Assignments will not be accepted past this 24-hour late period. No exceptions to this policy will be made.

Forums lock after 11:59pm on the Monday following the week in which it was assigned. No comments or responses can be posted after this time. **Missed Forums cannot be made up, no exceptions.**

The Key Terms Quiz will open at 12:01am on Thursday, June 27. You must complete the quiz by 11:59 pm on Sunday, June 30. A missed quiz may be made up only with extenuating circumstances.

Communication

You should inform the professor of any personal emergencies that may arise which will prevent you from getting online. I am available via email at any time and I generally try to answer emails on the same day they are received. You may also reach me on my cell phone at 956-639-1698. **Please reserve this form of contact for only pressing issues.** I prefer not to be called before 9am or after 10pm. You may also send me a text message. I have a Frequently Asked Questions tab in which I will share questions and answers that will be useful for the entire class. Please check this tab frequently as it may contain the answers you are looking for. I am here to help you to succeed in the class – but **communication is crucial**!

Course Topics and Assignments by Week

Week 1: May 28-June 3
Course Orientation

- ◊ **Assignments:** 1st Weekly Message; Required reading on Course Home Page
- ◊ **Course Work Reminder:** Respond to Instructor email by 11:59pm, Monday, June 3
- ◊ **Reading – Course Process**
  - Syllabus, Calendar, Five Critical Steps for Successful Online Learning

Week 2: June 4-June 10
Introduction to Latino Workers in the U.S.

- ◊ **Assignments:** 2nd Weekly Message; Introductory Forum (Forum 1)
- ◊ **Course Work Reminder:** Introductory Forum closes at 11:59pm on Monday, June 10.
- ◊ **Reading:**
  Catanzarite, L. and L. Trimble. "Latinos in the United States Labor Market." pp. 1-19. In Latina/os in the United States: Changing the Face of America.
- ◊ **Webliography**

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Week 3: June 11-June 17
Immigration and Native-born Latinos

- ◊ **Assignments:** 3rd Weekly Message; Weekly Assigned Reading

- ◊ **Course Work Reminder:** Latino Groups Matrix due by11:59 pm, June 17 via Dropbox.

- ◊ **Reading:**
  Massey, D. 1995. The New Immigration and Ethnicity in the United States. *Population and Development Review,* Vol. 21, No. 3. Pp. 631-652
  Bacon, D. 2008. "Why Did We Come? Flight From Oaxaca" in Illegal People: How Globalization Creates Migration and Criminalizes Immigrants. pp. 23-33.
  Suro, R. and Passel, J. 2003. The Rise of the Second Generation: Changing Patterns in Hispanic Population Growth. Pp. 1-9.

- ◊ **Video:**
  Mexico – A Death in the Desert

- ◊ **Webliography**

Week 4: June 18-June 24
Ethnic Enclaves/Economies & Social Networks

- ◊ **Assignments:** 4th Weekly Message; Weekly Assigned Reading; Forum 2

- ◊ **Course Work Reminder:** First Comment in Forum 2 due by 11:59 pm, June 22; Forum 2 closes 11:59 pm, June 24

  COURSE PROJECT AND POSITION TOPIC DUE VIA DROPBOX, JUNE 21

- ◊ **Reading:**
  C. Cranford. (2005). Networks of Exploitation: Immigrant Labor and the Restructuring of the Los Angeles Janitorial Industry. *Social Problems, 52,* 379-397.
  S. Bohon. (2001). Latino Immigrants and Ethnic Enclaves. In *Latinos in Ethnic Enclaves: Immigrant Workers & the Competition for Jobs.* Garland Publishing, New York.

- ◊ **Webliography**

Week 5: June 25-July 1
Labor Force Participation & Occupations

- ◊ **Assignments:** 5th Weekly Message; Weekly Assigned Reading

- ◊ **Course Work Reminder:** Key Terms Quiz opens 12:01 am, June 28; closes 11:59 pm, June 30

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◊ **Reading:**
Cantanzarite, L. (2000). Brown-Collar Jobs: Occupational Segregation and the Earnings of Recent-Immigrant Latinos. *Sociological Perspectives, 43,* 45-75.

Striffler, S. Chicken: The Dangerous Transformation of America's Favorite Food, Chapter 6 "Inside a Poultry Plant" pp. 111-134

"Maid in L.A." in Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Influence. pp. 29-47.

Semple, K. (2010) Mexican New Yorkers are a Steady Force in the Workplace. NY Times.

◊ **Webliography**

Week 6: July 2-July 8
Spatial and Skills Mismatch

◊ **Assignments:** 6th Weekly Message; Weekly Assigned Reading; Forum 3

◊ **Course Work Reminder:** First comment in Forum 3 due by 11:59 pm, July 6; Forum 3 closes 11:59 pm, July 8

◊ **Reading:**
Pastor, M. & Marcelli, E. (2002). Social, Spatial and Skill Mismatch in Los Angeles. La Jolla, CA: Center for Comparitive Immigration Studies.
McLafferty, S. & Preston, V. (1992). Spatial Mismatch and Labor Market Segmentation for African-American and Latina Women. *Economic Geography* 68, 406-431
◊ Mattoon, Richard. (2003). Understanding Isolation and Change in Urban Neighborhoods. The Federal Reserve Bank of Chicago. Number 190.

◊ **Webliography**

Week 7: July 9-July 15
Guest Workers and Undocumented Workers

◊ **Assignments:** 7th Weekly Message; Weekly Assigned Reading; Reading Response Entry A

◊ **Course Work Reminder:** Reading Response Entry A due by 11:59 pm, July 15

◊ **Reading:**
"Pines in Lines." McDaniel and Casanova. *Southern Rural Sociology.*
"Defending the Rights of H2A Farmworkers" Essay by Mary Lee Hall. *North Carolina Journal of International Law and Commercial Regulation.*

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ON THE CORNER: Day Labor in the United States, Valenzuela, Theodore, Meléndez Gonzalez, pp. i-34
Latino Immigrants in Post Katrina New Orleans, pp. 1-6

◊ **Webliography**

Week 8: July 16-July 22
Course Project Work Week

◊ **Assignments:** 8th Weekly Message; Position Power Point Project

◊ **Course Work Reminder:** Position Power Point Project due by 11:59 pm, July 22 via Dropbox

Week 9: July 23-July 29
Immigrant Competition versus Immigrant Complementarity

◊ **Assignments:** 9th Weekly Message; Weekly Assigned Reading; Forum 4

◊ **Course Work Reminder:**
First Comment in Forum 4 due by 11:59 pm, July 27; Forum 4 closes 11:59 pm, July 29

◊ **Reading:**
Piore, M. (1979). Birds of Passage. New York: Cambridge University Press.
Cantanzarite, L. (2003). Occupational Context and Wage Competition of New Immigrant Latinos with Minorities and Whites. *Review of Black Political Economy, 31,* 77-94.

◊ **Webliography**

Week 10: July 30-August 5
Organizing Latino Workers

◊ **Assignments:** 10th Weekly Message; Weekly Assigned Reading; Reading Response Entry B

◊ **Course Work Reminder:** Reading Response Entry B due by 11:59 pm, July 30

◊ **Reading:**
Worker Centers: Organizing Communities at the Edge of the Dream, Janice Fine, pp. 1-33
"Farmworker Unions: A Sense of their Own Power." In With These Hands. pp. 241-271.
"Labor Organizing Among Mexican American Workers Born in the United States: Recent Trends and Future Prospects." Ruth Milkman. Labor Studies Journal, pp. 96-112.

◊ **Video:** Farmingville

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◊ **Webliography**

Week 11: August 6-August 14
Wrap Up and Final

◊ **Final Exam Opens 12:01 am, Friday, August 9. Closes, 11:59 pm, Sunday, August 11.**

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