LATINO WORKERS IN THE UNITED STATES
37:575:307
FALL 2011

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
Week 4: Ethnic Economies & Social Networks
Week 5: Labor Force Participation
Week 6: Spatial & Skills Mismatch
Week 7: Occupations
Week 8: The Latina Labor Force
Week 9: Course Project Work Week
Week 10: Immigrant Competition vs. Complementarity

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Week 11: Guestworkers & Undocumented Workers
Week 12: Organizing Latino Workers
Week 13: Latino Professionals & Latino Youth
Week 14: 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 will be posted in the course shell.

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

Reading Response Entries

There are 5 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.

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

Content: (50 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.

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

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

Due Dates:

Reading Response Entry A	Opens 9/28; Due by 11:59 pm 10/4
Reading Response Entry B	Opens 10/12; Due by 11:59 pm 10/18
Reading Response Entry C	Opens 10/19; Due by 11:59 pm 10/25
Reading Response Entry D	Opens 11/9; Due by 11:59 pm 11/15
Reading Response Entry E	Opens 11/23; Due by 11:59 pm 11/29

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.

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: (25 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: (10 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 5-point deduction; making only 1 comment will result in a 10-point deduction.

Mechanics: (5 points)

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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 9/7; First comment by 9/4; Closes 11:59 pm 9/13
Forum 2	Opens 9/21; First comment by 9/25; Closes 11:59 pm 9/27
Forum 3	Opens 10/5; First comment by 10/9; Closes 11:59 pm 10/11
Forum 4	Opens 11/2; First comment by 11/6; Closes 11:59 pm 11/8

Course 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. A written assignment will be used to assess your achievement of the course objectives.

Issue Position Power Point Project

You will select and research an issue relevant to Latino Workers in the U.S. (from below) and take a position on the issue. You must then prepare and submit a power point presentation in which you summarize your findings and position on the issue. You should also relate your findings to the Latino experience in the U.S. labor market.

- **The DREAM Act**
- **Alabama House Bill 56**
- **Undocumented Immigration**
- **Latino/a Employment Discrimination**

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). The following is a rough guideline for arranging your Power Point 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) Alternatives (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

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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.

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.

Online Tests

Quiz
A list of key terms will be posted during Week 2. You will be quizzed on these key terms in Week 3. The Key Terms Quiz opens on 9/14 and is due by 11:50 pm on 9/16. 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.

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

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D	600-699 points
F	599 points and below

The points are accumulated as follows:

Item **% of Grade**	**Assignment and Associated Points**
Writing Assignments 50%	Forums • Introductory Forum 30 points • Unit Content Related Forum 40 points each (3) Reading Response Entries 70 points each (5)
Course Project 20%	Issue Position Power Point Project 200 points
Online Tests 5% 25%	 Terms Quiz – 50 points Final Exam – 250 points

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 **Wednesdays** for all weeks, with the exception of week 1 which begins with the semester on a Thursday.

- You are expected to enter the course for the first time on the first day of the semester, Thursday, September 1, 2011.
- The last day you are expected to log into the course prior to final grades being posted is Sunday, December 11, 2011.

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

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

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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 Issue Position Power Point Project will be accepted up to 24 hours late for a deduction of 10% of the assignment points. Assignment 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 Tuesday 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 8:00 am on Wednesday, September 14. You must complete the quiz by 11:59 pm on Friday, September 16. 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. 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: September 1 – September 6
Course Orientation

- ◊ **Assignments:** 1st Weekly Message; Required reading on Course Home Page
- ◊ **Course Work Reminder:** Respond to Instructor email by 11:59pm, Tuesday, September 6
- ◊ **Reading – Course Process**
  - Syllabus, Calendar, Five Critical Steps for Successful Online Learning

Week 2: September 7 – September 13
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 Tuesday, September 13
- ◊ **Reading:**

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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**

Week 3: September 14 – September 20
Immigration

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

◊ **Course Work Reminder:** Key Terms Quiz opens on Wednesday, 9/14 – Key Terms Quiz due by 11:59 pm, Friday, 9/16

◊ **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.

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

◊ **Webliography**

Week 4: September 21 – September 27
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, September 25; Forum 2 closes 11:59 pm, September 27

◊ **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: September 28 – October 4
Labor Force Participation

◊ **Assignments:** 5th Weekly Message; Weekly Assigned Reading; Reading Response Entry A

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◊ **Course Work Reminder:** Reading Response Entry A due by 11:59pm, October 4

◊ **Reading:**
Kahn, J. & Whittington, L. (1996). The Labor Supply of Latinas in the USA: Comparing Labor Force Participation, Wages and Hours Worked with Anglo and Black Women. *Population Research and Policy Review, 15,* 45-77.
Limonic, L. (2005). Unemployment and Labor Force Participation Rates Among Racial/Ethnic Groups and Latino Nationalities in the New York Metro Area and the Five Boroughs. Center for Latin America, Caribbean and Latino Studies, CUNY.

◊ **Webliography**

Week 6: October 5 – October 11
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, October 9; Forum 3 closes 11:59 pm, October 11

◊ **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.

◊ **Webliography**

Week 7: October 12 – October 18
Occupations

◊ **Assignments:** 7th Weekly Message; Weekly Assigned Reading; Reading Response Entry B; Introduction to Course Project (Issue Position Power Point Project)

◊ **Course Work Reminder:** Reading Response Entry B due by 11:59 pm, October 18;

◊ **Reading:**
Chicken: The Dangerous Transformation of America's Favorite Food, Steve Striffler
Chapter 6 "Inside a Poultry Plant" pp. 111-134
"Making Carpet by the Mile: The Emergence of a Mexican Community in an Industrial Region of the U.S. Historic South" Hernandez-Leon and Zuniga.
Cantanzarite, L. (2000). Brown-Collar Jobs: Occupational Segregation and the Earnings of Recent-Immigrant Latinos. *Sociological Perspectives, 43,* 45-75.

◊ **Webliography**

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Week 8: October 19 – October 25
The Latina Labor Force

- ◊ **Assignments:** 8th Weekly Message; Weekly Assigned Reading; Reading Response Entry C

- ◊ **Course Work Reminder:** Course Project Topic email due by March 9; Reading Response Entry C due by 11:59 pm, October 25

- ◊ **Reading:**
  "How Many are There? Ethnographic Estimates of Mexican Women in Atlanta, Georgia." Martha W. Rees. pp. 36-43.
  "Maid in L.A." in Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Influence. pp. 29-47.

- ◊ **Webliography**

Week 9: October 26 – November 1
Course Project Work Week

- ◊ **Assignments:** 9th Weekly Message; Issue Position Power Point Project

- ◊ **Course Work Reminder:** Issue Position Power Point Project due by 11:59 pm, November 1

Week 10: November 2 – November 8
Immigrant Competition versus Immigrant Complementarity

- ◊ **Assignments:** 10th Weekly Message; Weekly Assigned Reading; Forum 4

- ◊ **Course Work Reminder:**
  First Comment in Forum 4 due by 11:59 pm, November 6; Forum 4 closes 11:59 pm, November 8

- ◊ **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 11: November 9 – November 15
Guest Workers and Undocumented Workers

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- ◊ **Assignments:** 11th Weekly Message; Weekly Assigned Reading; Reading Response Entry D

- ◊ **Course Work Reminder:** Reading Response Entry D due by 11:59 pm, November 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.*
  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 12: November 16 – November 29 (Excluding the week of Thanksgiving Break)
Organizing Latino Workers

- ◊ **Assignments:** 12th Weekly Message; Weekly Assigned Reading; Reading Response Entry E

- ◊ **Course Work Reminder:** Reading Response Entry E due by 11:59 pm, November 29

- ◊ **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.

- ◊ **Video:** Farmingville

- ◊ **Webliography**

Week 13: November 30 – December 6
Latino Professional & Latino Youth: The Next Generation

- ◊ **Assignments:** 13th Weekly Message; Weekly Assigned Reading

- ◊ **Reading:**
  Immigrant America, Alejandro Portes and Ruben Rumbaut,
  Chapter 7 "Learning the Ropes: Language and Education" pp. 67-102
  Pew Hispanic Center: "Work or Study: Different Fortunes of U.S. Latino Generations", Richard Fry and B. Lindsay Lowell, pp. 1-22
  Latino Studies, ''WISE UP!" Undocumented Latino Youth, Mexican American Legislators, and the Struggle for Higher Education Access, Hinda Seif, pp. 210-229

- ◊ **Webliography**

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Week 14: December 7 – December 13
Wrap-up and Final Exam

- ◊ **Course Work Reminder:** Final exam opens Thursday, December 8; Final Exam due by 11:59 pm, Sunday, December 11

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