Syllabus

**Latino Workers in the U.S.**

Labor Studies and Employment Relations

School of Management and Labor Relations, Rutgers University

**Fall 2020**

**Course Number:** 37:575:307:02

**Day and Time:** Mondays 6:40 pm – 9:30 pm

**Location:** Online

**Professor:** Carmen Martino

carmenm@smlr.rutgers.edu

Cell: 609-513-3504

Office Hours: By appointment

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**I. COURSE DESCRIPTION**

This course will examine Latino Workers in the U.S. with a focus on globalization, immigration, and the proliferation of low-wage work.

The topics we will explore include:

* Immigration theories and why people come.
* The history of migration and migration policy in the U.S.
* Current immigration laws in the U.S.
* The impact of globalization.
* How undocumented Latino immigrants manage and survive in the U.S.
* The employment and labor rights of immigrant workers.
* Racialized labor markets, subcontracting and low wage industries.
* Efforts to organize through unions and worker centers to improve wages and working conditions.
* Current policy initiatives/debates and fixing a broken system.

**II. LEARNING OBJECTIVES**

By the end of the course we will:

* Know and understand fundamental social science, historical, and legal perspectives, theories, and concepts relating to immigration.
* Know the fundamental laws/institutions governing immigration.
* Understand how the global economy impacts immigration.
* Understand how our diverse backgrounds and cultures shape our experiences and perspectives on immigration.
* Improve our critical thinking, problem solving and communication skills.

**III. EXPECTATIONS**

**Preparation**

We will be covering a lot of ground in a very short time so please read and bring the assigned material to each class and take good notes.

**Communication**

I will communicate with you via email on a weekly basis. Most of the time I will be providing you with updates, reminders, adjustments and/or reworking of the syllabus so please check your Rutgers email account regularly. Feel free to contact me via email with questions or concerns about the course. I will do my best to get back to you within 24 hours.

When emailing always include “Latino Workers in the U.S.” in the subject line of your email.

**IV. EVALUATION**

Final grades will be based on the following:

1. Work Groups (240pts)
2. Mid-Term (380pts)
3. Final Exam (380pts)

**Work Group Summaries (12 @ 20pts per summary = 240pts)**

You will be assigned to a “Work Group” where working together with your group you will produce a weekly summary of the readings, Live Lecture/Large Group Discussions” and other assigned media (e.g., documentaries, articles, etc.) Live lectures will be short with questions and discussion built in to each—usually 30 to 45 minutes in length—that I will conduct during class time and they will usually be based on the “Questions to Consider” that you will be able to download and use a guide for your reading and viewing assignments.  That said, it will be vitally important that you come to class ready to take good notes, and most importantly, ask questions and/or contribute to the discussions that will be built into the Live Lectures.

The weekly summaries (there will be 12 of them) will be due every Monday by 11:59 PM.  For example, your first Group summary will be due on Monday, September 21st and it will cover everything you read, viewed, and discussed during class for the week of September 15th (Week 3 in the syllabus).

Most of the time your Work Group Summary grades will be between a 16 (B) and 18.5 (A) and the group grade will be your individual grade. Excellent summaries will get you and your group the full 20pts.  I will give you time to meet with your group at the end of each class (somewhere between 45 and 30 minutes) and working together you will write a draft of your Group Summary and then submit the final version by no later than the following Monday. I will create a Work Group rubric and have it ready for your review by the next time we meet. The rubric will be very similar to the one we will use for evaluating your Mid-Term and the Final Exam.

The Work Groups will give you time to summarize what you have learned for the week and the Group time will give me an opportunity to meet with you in a smaller setting. I will visit with each group for a few minutes each week.

If you are not present for your weekly Work Group meeting (i.e., when I drop into your meeting) you will get a zero for that week’s summary.  And the objective here is to “encourage” everyone to carry their own weight in the Work Group and make a real contribution for the good of the group (and of course your own grade).

You can only be excused for an illness, death in the family or other real emergencies.  It’s important to note that being excused means that you will have an opportunity to make up missed group meetings by completing and submitting your own individual summary. And just to clarify, **in order to qualify for an excused absence, you need to send me an email prior to the class, or in the case of an emergency, no more than 24 hours after the class.**

**Mid-Term and Final Exams**

**The mid term and final will be worth 380pts each (760 total)** and they will be written take-home exams that will cover all course readings, lectures, Questions to Consider, Work Group Summaries, films, documentaries, and large group discussions. You will have one week to complete the mid-term and one week to complete the final exam.

**V. DISABILITY STATEMENT**

This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

**VI. STATEMENT OF ACADEMIC FREEDOM**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, immigration policy, etc. and all who partake in the course should feel encouraged to express their views in an open, civic forum.

**VII. COURSE READINGS**

All materials for this course will be available on Canvas.

**VIII. SYLLABUS**

**Part I: Immigration History, Theory and Why They Come**

**(Week 1) Tuesday, September 1st**

Course Introduction

**Read:** The syllabus

**In-Class:** Intro’s, our expectations for the class and review of syllabus

**(Week 2) Tuesday, September 8th**

**No Class**

**(Week 3) Tuesday, September 15th**

Today’s Latino Immigrants and Why they Come (Theories)

Read: **Canvas:**

Douglas S. Massey, Jorge Durand, and Nolan J. Malone. Chapter 2: *“Principles of Operation: Theories of International Migration”*; Beyond Smoke and Mirrors, Mexican Immigration in An Era of Economic Integration, Russell Sage Foundation, New York, 2006.

In-Class: Why People Come and Why They Go

Lecture/Discussion on theories of migration and why people migrate.

**(Week 4) Tuesday, September 22nd**

The History of Migration in the U.S. and Who Gets In Today

Read: **Canvas:**

Douglas S. Massey, Jorge Durand, and Nolan J. Malone. Chapter 3: *“System Assembly: A History of Mexico-U.S. Migration”* Beyond Smoke and Mirrors, Mexican Immigration in An Era of Economic Integration, Russell Sage Foundation, New York, 2006.

Leo R. Chavez, The Latino Threat: Constructing Immigrants, Citizens and the Nation, Chapter 1: *The Latino Threat Narrative*

Mae M. Nagai*,* Chapter 2: *“Deportation Policy and the Making and Unmaking of Illegal Aliens”* Impossible Subjects: Illegal Aliens and the Making of Modern America, Princeton University Press, 2004.

Mae M. Nagai*, How Grandma Got Legal,* Los Angeles Times*, May 16, 2006.*

In-Class: Lecture/Discussion on what we can learn from the history and U.S. policy on immigration.

Documentary**—**The 800-Mile Wall

**Part II: Global Capitalism (Neo-Liberialism) and Migration**

**(Week 5) Tuesday, September 29th**

Global Capitalism and Migration

Read: **Canvas:**

Jeffrey Kaye, Moving Millions: How Coyote Capitalism Fuels Global Immigration, Chapter 3, *Migrants in the Global Marketplace*, John Wiley & Sons Inc., 2010.

Ruth Gomber-Munoz, Labor and Legality, Chapter 2, *Why Is There Undocumented Migration?* Oxford University Press, 2011

David Bacon, Illegal People, Chapter 3, *Displacement and Migration*, Beacon Press, 2008.

In-Class: Lecture/Discussion on the mobility of capital and workers

Documentary**—**The Other Side of Migration

**(Week 6) Tuesday, October 6th**

Global Supply Chains, and Racialized Labor Markets (Part 1)

Read: **Canvas:**

Carolina Bank Munoz, Transnational Tortillas, Chapter 1: *The Tortilla Behemoth and Global Production,* Chapter 2*: The Political Economy of Corn and Tortillas,* and Chapter 3*: A Tale of Two Countries: Policy and Globalization in the United States and Mexico,* ILR Press, 2008.

In-Class: Lecture/Discussion of corporations, globalization and low wage work

**(Week 7) Tuesday, October 13th**

Global Supply Chains, and Racialized Labor Markets (Part 2)

Read: **Canvas:**

Carolina Bank Munoz, Transnational Tortillas, Chapter 4: *Hacienda CA,* and Chapter 5*: Hacienda BC,* ILR Press, 2008.

In-Class: Lecture/Discussion—Tortillas made in the U.S. and Mexico

**Documentary: Maquilapolis (City of Factories)**

[**https://www.youtube.com/watch?v=WUQgFzkE3i0**](https://www.youtube.com/watch?v=WUQgFzkE3i0)

**(Week 8) Tuesday, October 20th**

Global Supply Chains, and Racialized Labor Markets (Part 3)

Read: **Canvas:**

Richard McIntyre, Are Worker Rights Human Rights? **Chapter 3:** *Not Only Nike Is Doing It*

NJ Star Ledger*,* The Invisible Workforce

In-Class: Lecture/Discussion of New Brunswick’s Low Wage Labor Market

**Review for midterm**

Vise News Investigation—Permanently Temporary: The Truth About Temp Labor

**Mid-Term Take Home Assignment**

**(Week 9) Tuesday, October 27th**

Global Supply Chains, and Racialized Labor Markets (Part 3…continued)

Read: **Canvas:**

*Chain of Greed, How Walmart’s Domestic Outsourcing Produces Everyday Low Wages and Poor Working Conditions for Warehouse Workers*, National Employment Law Project, June 2012.

*“Immigration and Wages: Methodological Advancements Confirm Modest Gains for Native Workers”* Heidi Shierholz,

Economic Policy Institute (EPI) Issue Brief #255, February 4, 2010

EPI - Two Billion Dollars In Stolen Wages Were Recovered For Workers in 2015-16

<http://www.epi.org/publication/two-billion-dollars-in-stolen-wages-were-recovered-for-workers-in-2015-and-2016-and-thats-just-a-drop-in-the-bucket/?utm_source=Economic+Policy+Institute&utm_campaign=6c6e719f1f-EMAIL_CAMPAIGN_2017_12_15&utm_medium=email&utm_term=0_e7c5826c50-6c6e719f1f-55930005&mc_cid=6c6e719f1f&mc_eid=bca02a74df>

*“Immigration: The Effects on Low-Skilled and High-Skilled Native-Born Workers”* Linda Levine, Congressional Research Service, 2009

In-Class: Movie—A Better Life

**Mid-Term Due**

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**Part IIi: Low Wage Work and Living in the U.S.A.**

**(Week 10) Tuesday, November 3rd**

Immigrants Living in the U.S (Part 1)

Read: **Canvas:**

Ruth Gomber-Munoz, Labor and Legality, Chapter 3: *Jumping and Adjusting to Life Under the Radar,* and Chapter 4: *Friends, Networks and Households,* Oxford University Press, 2011.

In Class:Lecture/Discussion on the role of social networks among immigrant workers

**(Week 11) Tuesday, November 10th**

Immigrants Living in the U.S (Part 2)

Read: **Canvas:**

Ruth Gomber-Munoz, Labor and Legality, Chapter 5: *Working Hard*, and Chapter 6: *Identity, Dignity and Esteem*, Oxford University Press, 2011

In Class:Lecture/Discussion on the tradeoffs and compromises that undocumented workers make at work and in their communities

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**Part Iv: Worker Rights, Organizng and The Current Debate**

**(Week 12) Tuesday, November 17th**

Worker Rights (Part 1)

Read: **Canvas:**

Gross and Compa, Human Rights in Labor and Employment Relations: International and Domestic Perspectives, Chapter 1: *Takin’ it to the Man: Human Rights at the American Workplace,* Labor and Employment Association, 2009.

Should Labor Defend Worker Rights as Human Rights? A Debate,

Jay Youngdahl Lance A. Compa

Are Labor Rights Human Rights (V. Mantouvalou)

In Class:Lecture/Discussion on worker rights (continued)

**(Week 13) Tuesday, November 24th**

Worker Rights (Part 2)

Read: **Canvas:**

Immanuel Ness, Immigrants, Unions, and the New U.S. Labor Movement*,* Chapters 2 and 3: *Unions and Immigrant Worker Organizing: New Models for New Workers*, Temple University Press, 2005

In Class: Lecture/Discussion on unions and organizing immigrants in the U.S. and a discussion about organizing based on worker rights as human rights vs. solidarity and the implications for immigrants and undocumented workers.

Documentary—Made in L.A.

**(Week 14) Tuesday, December 1st**

Organizing Immigrants (Unions and Worker Centers)

Read: **Canvas:**

Reading to be Announced

In Class: **Health and Safety:** Lecture/Discussion on worker centers, joint projects with unions and New Labor (Guest Speaker from New Labor).

Documentary—The Hand That Feeds

**(Week 15) Tuesday, December 8th**

Citizenship/Immigration Reform (Part 1)

Read: **Canvas:**

Manoj Dias-Abey, *Justice on Our Fields: Can “Alt-Labor” Organizations Improve Migrant Farm Workers’ Conditions?* (see file: Dias-Abey.pdf)

Fair Food 2017 Annual Report

In Class: Lecture/Discussion on how we define citizenship and immigration policy

Documentary—Food Chains

**Final Exam**