

Latino Workers in the US, 37:575:307:93, Asynchronous

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.
- **Fixing a broken system.**

Read each section carefully. Note: if you are new to Canvas, complete the Canvas tutorials under [Course Tools Tutorials](#).

Instructor Information

Instructor: Carmen Martino

carmenm@smlr.rutgers.edu

Virtual Office Hours: By Appointment

Course Objectives / Instructor's Goals

By the end of this course, you should be able to:

1. **Explain** fundamental social science, historical, and legal perspectives, theories, and concepts related to immigration.
2. **Analyze** how the global economy and the movement of capital shape labor markets and influence the migration of workers across national borders, both legally and undocumented.
3. **Examine** how diverse backgrounds and cultural contexts shape individuals' experiences, perspectives, and expectations of work.
4. **Develop and apply** critical thinking, problem-solving, and communication skills to analyze immigration and labor-related issues.

Core Curriculum, SMLR, LSER Learning Goals

Core Curriculum Learning Goal

CCD-1. Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.

Labor Studies & Employment Relations Learning Goal

Analyze the degree to which forms of human difference shape a person's experience of work (6).

School of Management & Labor Relations Learning Goal

Evaluate the context of workplace issues, public policies, and management decisions. (V)

What to Expect

Preparation

We will be covering a lot of ground over the course of the semester so please do watch the weekly Riff (a video of me providing a prep for what you can expect and be looking for in each week of class); complete the reading/viewing assignments and the Questions to Consider; and participate in the weekly Open Forum discussions.

Participation

The weekly Open Forum discussions will provide you with opportunities to talk to each other, discuss what you have learned from the readings and viewings, as well as stimulate further discussions that create "peer-to-peer" learning opportunities. See below for more information on the weekly Open Forums.

Communications

In previous online courses I would send students weekly emails that included reminders for the upcoming week of class along with any updates, adjustments and/or reworking of the syllabus, but I have found that students often miss the emails or don't really pay much attention to them. So, instead of weekly emails, you will find all of this information at the top of the weekly Overview & Activities page. And if you have questions or need clarifications, please feel free to contact me via email or text, and I will do my best to get back to you within 24 hours.

Use the Canvas Inbox feature (Left navigation menu bar, red section) to email from within this course. If you are emailing me from outside of this course always include "Latino Workers in the U.S. Online" in the subject line of your email.

Canvas Tutorials & Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students](#)
- [Canvas](#)Canvas is Web Accessibility Guidelines compliant. More on [Canvas accessibility Standards](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk](#). 833-648-4357, email help@oit.rutgers.edu, accessible 24 hours a day, 7 days a week.
- Access Rutgers Canvas via the [MyRutgers Portal](#), rutgers.instructure.com, mobile app and [Rutgers Canvas](#)
- For Canvas assistance, Passwords, or any other computer-related technical support contact the [Rutgers Canvas Help Desk](#).
 - help@canvas.rutgers.edu

Course Delivery Format

This course runs from Monday thru Sunday on a weekly basis. It is delivered *entirely* online through the Learning Management System, Canvas. There will be no Face-to-Face, in-person classroom sessions.

The course is delivered in *asynchronous* mode. This means the learning activities and communication takes place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there may be times when you would need to set up a live session via the **Canvas Conferences, WebEx, or ZOOM**.

Note: Even though you don't need to log in at any specific time, **you are required to adhere to all course work due dates.**

Virtual Office Hours

- Virtual Office Hours will be conducted through Zoom upon request.

How to Access Zoom

Virtual office hours are conducted through scheduled ZOOM meeting. If you have not activated your Rutgers ZOOM account, you will need to do so prior to class starts. Follow the steps below:

1. Follow instructions on [Creating Rutgers ZOOM Account](#). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
2. Once you have activated your Rutgers ZOOM account you will then need to make sure your Canvas default email is in the format **netid@rutgers.edu**. Follow instructions

on [How to check and set your Canvas Default Email](#) if needed. Then you can access the scheduled ZOOM class sessions.

3. To access and join the scheduled class sessions, select the ZOOM tab from the left navigation menu, then select Join to join the scheduled session. If you are new to ZOOM, review the tutorials under [Course Tools Tutorials](#) or at [Rutgers ZOOM Homepage](#).

Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation ([See Documentation Guidelines](#)). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the [registration form](#). I am happy to facilitate the process if you need me to. Just let me know.

Office of Disability Services contact and address

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- [Office of Disability Website](#)

Course Materials

- Wilson, Eli Reville Yano. [*Front of the House, Back of the House: Race and Inequality in the Lives of Restaurant Workers*](#). NYU Press, 2021. *JSTOR*.
 - Note: the text is available through the Rutgers Libraries Database. Login with your NetId and Passcode for access.
- Lecture videos, multimedia, and any additional materials are provided in the Readings, Multimedia, and Lecture sections of each Weeks Module.

Computer and other Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - recommended
- Webcam - optional
- Microsoft Word
- [Basic Computer Specifications for Canvas](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [Canvas Student App for iOS](#)

Course Structure & Schedules

This course is structured in a weekly module format. A Module is a chunk of the course content broken out by usually topic. Each Module equates to a Week. Each week starts on a Monday and ends on a Sunday. Exceptions are the 1st the last week of the semester.

The weekly/module activities are noted in the Modules section under the corresponding **Week # Objectives and Activities** pages. Each page includes:

- Topic introduction of the week
- Learning Objectives
- Learning Materials
 - Readings
 - Multimedia (Audio, and/or Videos, Lecture recordings)
- Learning Activities - what activities you will be doing to help you learn
 - Weekly Summary
 - Topic Recap
 - Other Assignments as applicable
- Graded - the activities that will be graded for the relevant week

The course is divided into 14 Weeks as follows:

Part 1 (Weeks 1-3): Immigration History, Theory and Why They Come?

- [Week 1 \(September 1 - 6\): Introduction](#)
- [Week 2 \(September 7 - 13\): Why They Come - Theories of Migration](#)
- [Week 3 \(September 14 - 20\): A Little History of Migration to the US](#)

Part 2 (Weeks 4-8): Global Capitalism (Neo-Liberalism) and Migration

- [Week 4 \(September 21 - 27\): Global Capitalism & Migration](#)
- [Week 5 \(September 28 - October 4\): Global Supply Chains & Racialized Labor Markets \(Part 1\)](#)
- [Week 6 \(October 5 - 11\): Global Supply Chains & Racialized Labor Markets \(Part 2\)](#)

Part 3 (Weeks 7-13): Low Wage Work and Living in the U.S.A.

- [Week 7 \(October 12 - 18\): Low Wage Work-Beardstown, Illinois, Meatpackers \(Part 1\)](#)
- [Week 8 \(October 19 - 25\): Low Wage Work-Beardstown, Illinois, Meatpackers \(Part 2\)](#)

- [Week 9 \(October 26 - November 1\): Low Wage Work-Beardstown, Illinois, Meatpackers \(Part 3\)](#)
- [Week 10 \(November 2 - 8\): Low Wage Work, Restaurants \(Front of the House. Back of the House: Part 1\)](#)
- [Week 11 \(November 9 - 15\): Low Wage Work, Restaurants \(Front of the House. Back of the House: Part 2\)](#)
- [Week 12 \(November 16 - 22\): Low Wage Work, Restaurants \(The Bus Boys\)](#)
- [Week 13 \(November 23 - November 29\): Low Wage Work, Restaurants \(The Bus Boys Part II\)](#)

Part 4 (Week 14): Workers Right, Organizing, and the Current Debate

- [Week 14 \(November 30 - December 6\): Are Worker Rights Human Rights?](#)
- [Week 15 \(December 7 - 10\): Final TED Talk Style Presentation \(aka Final Exam\)](#)

Grading Components Description

- [Questions to Consider Summaries](#)
- [Topic Recap Open Forums](#)
- [Mid-Term Exam](#)
- [TED Talk Style Final Exam](#)
- [Assignment: Academic Integrity Contract](#)
- [Forum: Welcome to this space!](#)

Grading Structure

Grading Structure

Grading Components	How Many?	# of Points
Welcome Forum Participation	1	15
Academic Integrity Contract Assignment	1	15
Questions to Consider Weekly Summary	12 @ 25 Points Each Summary	300
Topic Recap Open Forums	12 @ 15 Points per Forum	180
Mid-Term Exam	1	210
Final Exam (TED Talk Style Presentation). Recorded or Live	1	280
Total		1000

Grading Scale

Grading Scale	
Points Range	Grade
90 - 100	A
88 - 89.99	B+
80 - 87.99	B
78 - 79.99	C+
70 - 77.99	C
69.99 and below	F

Rutgers Support Resources for Your Well-Being

Rutgers Student Health Services:

- [Health, Counseling, and Wellness services](#)

Academic Services:

- [Rutgers - New Brunswick Learning Centers](#)
- [Rutgers - New Brunswick Writing Tutors in the Learning Center](#)
- [Rutgers Libraries website](#)
- [University Academic Support](#)
- [Rutgers Student Affairs](#)

Veteran Services:

- [Office of Veteran and Military Programs and Services](#)

Course Communication & Conduct Expectations

To help create a positive and inclusive learning environment, all students are expected to engage in the course with professionalism, respect, and courtesy. We value diverse perspectives and encourage thoughtful, constructive contributions to our shared learning experience.

Please keep the following in mind:

- Use respectful and inclusive language in all communications, including discussion posts, messages to classmates, and emails to the instructor.
- Avoid posting any content (e.g., videos, images, or links) that is unrelated to the course or could make others feel uncomfortable or excluded.
- Harassment, offensive language, or any behavior that disrupts a supportive learning environment will not be accepted.

When participating in discussions or other collaborative activities, please refer to the [Discussion Post Guidelines](#) to help guide your tone and contributions.

Let's work together to make this an engaging and respectful space for everyone.

Use of Gen AI is Prohibited for this course.

Generative AI tools, such as ChatGPT, GPT-4, DALL·E and other AI-based content creation platforms, are strictly prohibited in answering Questions to Consider and/or completing take-home exams. This prohibition does not extend to AI-powered tools commonly used for proofreading, grammar correction, accessibility checks, Microsoft Word's grammar correction tool, Grammarly, TurnItIn Draft Coach, and Google. Violations of this policy will be treated as academic dishonesty, in accordance with the Rutgers' Academic Integrity Policy on plagiarism and cheating. Please consult with me before using any form of technology that could raise concerns about academic integrity.

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.

Academic Integrity

Be sure to review and abide by the [Rutgers Academic Integrity](#)

Use of GenAI Applications

TurnItIn Statement

Students (You) agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** (via Canvas Assignments Portal) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the [Usage Policy](#) posted on the Turnitin.com site.

If you do not agree please contact me immediately.

Staying on Track

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anywhere, anytime, *you are still expected to **adhere to all the due dates.***

To help you stay on track:

- Have access to a reliable computer, and access to the Internet
- Log in to Canvas for your course *on a daily basis*
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly
- Actively participate in the Discussion Forum
- Complete the assigned readings and/or media
- Complete the assigned exercises and projects
- Adhere to all due dates

Uninterrupted Access to Course Content

Make sure you have an alternative plan of access to your Canvas course in case your computer stops working, lost, etc. Additionally, backup your important documents and assignments on a flash drive, somewhere on the cloud, or other external device.

Where to Next?

After reviewing the content of this Course Syllabus, proceed to Modules, and review the [Learning Support Resources](#) section. Then continue on to Module 1.