

**LATINO WORKERS IN THE UNITED STATES**  
**37:575:307**  
**FALL 2016**

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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 21<sup>st</sup> 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  
Week 6: Spatial & Skills Mismatch  
Week 7: Occupations  
Week 8: Course Project Work Week

Week 9: The Latina Labor Force  
Week 10: Immigrant Competition vs. Complementarity  
Week 11: Guest Workers & 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 is 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 4 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. Be sure to cite which articles you are referring to in your articles by using **in-text citations** and a **reference section**, when applicable (this does not count toward the word minimum). The weekly response entries are meant to help me gauge your understanding of the week's lectures and readings. **A reading response entry 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: (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 (synthesis).

Mechanics: (20 points)

Grammar, spelling and sentence structure are important. Students must also be mindful of sentence structure and how ideas are presented. Formatted citations must be included when appropriate.

\*Due Dates:

Reading Response Entry A	Week 5
Reading Response Entry B	Week 8
Reading Response Entry C	Week 11
Reading Response Entry D	Week 12

\*See Course Calendar for Specific Due Dates

## 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. It is expected that you give your initial impressions in your first post and then engage your classmates in subsequent posts.

There are 4 forums assigned in this course. For all forums, initial posts should be a minimum of 250 words in length, and each response should be at minimum of 100 words each. **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: (35 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: (20 points)

Students are required to cultivate an 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 an initial post deadline of 11:59 pm on Saturday. Missing the initial post deadline will result in an automatic 5-point participation deduction. Making all posts in 1 day at anytime during the forum open period will also result in a 5-point deduction.

**There is a 3-post minimum for each forum. Remember the idea is to engage and respond (react) to the commentary. Making 2 posts results in a 10-point deduction; making only 1 post will result in a 20-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 Dates:

Forum 1	Week 2
Forum 2	Week 4
Forum 3	Week 6
Forum 4	Week 10

\*See Course Calendar for Specific Due Dates (All Initial Posts Due Saturdays, Responses Due Tuesdays)

### **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**. With this being an election year, we will be examining the candidates' different stances on immigration.

Upon completing this project, students will:

- Organize and outline their viewpoint
- Develop supporting evidence for both sides of a relevant issue including factual knowledge, statistical evidence, authoritative testimony

### **Procedures**

Do some research on the topic of Latino Immigration for each of the candidates (you can focus on Democrats and Republicans or you can also incorporate independent parties). While you may already have an opinion 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 issues 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.

## 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

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) Opposing Positions (four-six slides)
  - a. Detailed discussion of opposing positions
  - b. Provide supporting information for opposing positions
  - c. Detailed discussion of reason(s) for writer's position (refute the counterclaims/opposing position)
  - 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. This can be a separate document or in the notes section at the bottom of each slide (preferable).

- **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>.

The following guide has been set up especially for this class; there are excellent resources here that will be useful for your project and throughout the semester.

<http://libguides.rutgers.edu/latinoworkers>

### **Grading**

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

<b>Content</b> 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.	<b>60% (120 points)</b>
<b>Grammar</b> Student demonstrates proper grammar usage and correct spelling throughout the Power Point presentation.	<b>25% (50 points)</b>
<b>Originality</b> Originality & Style Student has original ideas and innovatively uses facts from their research to support their position. (15 pts.) Student uses graphics and figures to support their work. (10 pts.) Student uses appropriate themes and colors. (5 pts.)	<b>15% (30 points)</b>
<b>Total</b>	<b>100% (200 points)</b>

**COURSE PROJECT IS DUE VIA DROPBOX- SEE COURSE CALENDAR FOR SPECIFIC DUE DATE.**

## 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 quiz will consist of multiple choice, true/false and fill in the blank questions. See course calendar for specific due dates.

### 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. See Course Calendar or schedule below for specific due dates.

## 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
<b>Writing Assignments</b> 50%	Forums <ul style="list-style-type: none"><li>• Introductory Forum 40 points</li><li>• Unit Content Related Forum 60 points each (3)</li></ul> Reading Response Entries 70 points each (4)
<b>Course Project</b> 20%	Issue Position Power Point Project 200 points
<b>Online Tests</b> 5% 25%	Key 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 **WEDNESDAY** for all weeks, with the exception of week 1 which begins with the semester on a Tuesday.

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 and Course Announcements 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. **Everything covered in class is fair game for the exam!**

### 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. Due dates are also listed in each of the weekly units and in the weekly messages I email you. 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 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.**

### 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 334-663-4880 (you may also text me – but please be sure to identify yourself by name). **Please reserve this form of contact for only pressing issues.** I prefer not to be called before 9am or after 9pm. 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.**

### Accommodation Requests

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: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

*\*The instructor reserves the right to modify this syllabus, assignments, course content, etc. in any way to enhance the learning experience of this course*

## Course Topics and Assignments by Week

### Week 1:

#### *Course Orientation*

- ◇ **Course Work Reminder:** Readings
- ◇ **Reading – Course Process**
  - Syllabus, Calendar, Five Critical Steps for Successful Online Learning

### Week 2:

#### *Introduction to Latino Workers in the U.S.*

- ◇ **Course Work Reminder:** Readings; Introductory Forum
- ◇ **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**

### Week 3:

#### *Immigration*

- ◇ **Course Work Reminder:** Readings; Video; Key Terms Quiz
- ◇ **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:

#### *Ethnic Enclaves/Economies & Social Networks*

- ◇ **Course Work Reminder:** Readings; Forum 2

- ◇ **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:**  
***Labor Force Participation***

- ◇ **Course Work Reminder:** Readings; Reading Response A
- ◇
- ◇ **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.
- Semple, K. (2010) Mexican New Yorkers are a Steady Force in the Workplace. NY Times.
- ◇ **Webliography**

**Week 6:**  
***Spatial and Skills Mismatch***

- ◇ **Course Work Reminder:** Readings; Forum 3
- ◇ **Reading:**  
Pastor, M. & Marcelli, E. (2002). Social, Spatial and Skill Mismatch in Los Angeles. La Jolla, CA: Center for Comparative 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:**  
***Occupations***

- ◇ **Course Work Reminder:** Readings; Optional Assignment
- ◇ **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**

**Week 8:**  
***The Latina Labor Force***

- ◇ **Course Work Reminder:** Readings; Reading Response Entry B
- ◇ **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.  
  
"Empleadas in the USA: Latina Domestic Workers Negotiating Power Among Boundaries of Race, Class and Gender." pp. 299-312.
- ◇ **Webliography**

**Week 9:**  
***Course Project Work Week***

- ◇ **Course Work Reminder:** Position Power Point Project due via Dropbox

**Week 10:**  
***Immigrant Competition versus Immigrant Complementarity***

- ◇ **Course Work Reminder:** Readings; Forum 4
- ◇ **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:**

***Guest Workers and Undocumented Workers***

◇ **Course Work Reminder:** Readings; Reading Response Entry

◇ **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:**

***Organizing Latino Workers***

◇ **Course Work Reminder:** Readings; Video; Reading Response Entry D

◇ **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

◇ **Webliography**

**Week 13:**

***Latino Professional & Latino Youth: The Next Generation***

◇ **Course Work Reminder:** Readings

◇ **Reading:**

Hite, L. (2007). *Hispanic Women Managers and Professionals: Reflections on Life and Work*.

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**

**Week 14:**

***Wrap-up and Review***

◇ **Final Exam- Friday December 16<sup>th</sup> - Monday December 19<sup>th</sup>**