

RUTGERS UNIVERSITY
LATINO WORKERS IN THE UNITED STATES

37:575:307

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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.

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)

Instructor's Learning Goals

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.
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Course Organization

Week 1: Course Orientation

This week is reserved for you to familiarize yourself with the classroom. There are no required readings this week but I encourage you to familiarize yourself with the class requirements and group project. Set up your account profile if you have not already done so in a previous course. Introduce yourself to your classmates in the Introductory Forum. See course calendar for due dates.

Week 2: Introduction to Course Content

Read [Week 2- Introduction.pptx](#)

Read- "[Latinos in the United States Labor Market](#)" by Lisa Cantanzarite and Lindsey Trimble (2008). Although this article is somewhat dated, it has a lot of valuable information. In this article, do not focus on the numbers, rather, focus on the key terms such as mobility, educational disadvantage, ethnic economies, spatial and skills mismatch, etc.

Read- Gutierrez, D. [Historic overview of Latino Immigration and Demographic Transformation in the US](#). American Latino Theme Study.

Participate in the Group Project Forum, create and submit your group member names to the class inbox. Groups should contain 3-4 students. See course calendar for due dates.

Week 3: Immigration & Native-born Latinos

Lesson: [Week 3 Immigration and Native Born Latinos](#).

[Push-Pull Factors: Mexican Immigration](#) Retrieved from <http://www.chino.k12.ca.us/cms/lib8/CA01902308/Centricity/domain/2246/unit%206%20resources%20and%20pdfs/Push%20and%20Pull%20factors%20of%20Mexican%20Migration.pdf>

Bacon, D. (2014). [Globalization and NAFTA Caused Migration from Mexico](#). Political Research Associates.

Steppler, R. & Lopez, M. (2016). [U.S. Latino Population Growth and Dispersion Has Slowed Since Onset of the Great Recession](#) Pew Research Center.

Submit [Latino Groups Matrix](#). See Course Calendar for Due Dates

Week 4: Ethnic Economies & Social Networks

[Week 4- Ethnic Economies and Social Networks.pptx](#)

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.

Viruell-Fuentes, E. A., Morenoff, J. D., Williams, D. R., & House, J. S. (2013). [Contextualizing nativity status, Latino social ties, and ethnic enclaves: an examination of the 'immigrant social ties hypothesis'](#). *Ethnicity & Health*, 18(6), 586-609. doi:10.1080/13557858.2013.814763

Participate in Forum 2. Note: You will need to post your initial post before you can see other students' posts.

Week 5: Labor Force Participation & Occupations

[Week 5- Labor Force Participation.pptx](#)

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

Cantanzarite, L. [Wage Penalties in Brown-Collar Occupations](#).

Semple, K. (2010). [Mexican New Yorkers are Steady Force in the Workplace. \(Links to an external site.\)](#) NY Times.

"[Maid in L.A.](#)" in *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Influence*. pp. 29-47.

Submit Course Project Topic and Contract

Week 6: Spatial & Skills Mismatch

[Week 6- Spatial and Skill Mismatch.pptx](#)

Hellerstein, J. K., McInerney, M., & Neumark, D. (2010). [Spatial Mismatch, Immigrant Networks, and Hispanic Employment in the United States](#). *Annals of Economics and Statistics*, (99/100). 141.

Pastor, M. & Marcelli, E. (2002). [Social, Spatial and Skill Mismatch in Los Angeles](#). La Jolla, CA: Center for Comparative Immigration Studies.

Participate in Forum 3.

Week 7 and 8: Guest Workers & Undocumented Workers

[Week 7- Guest Workers and Undocumented Workers.pptx](#)

Valenzuela, T & Gonzales, M. [ON THE CORNER: Day Labor in the United States](#). pp. i-34

Sarathy, B., & Casanova, V. (2008) [Guest Workers or Unauthorized Immigrants? The Case of Forest Workers in the United States](#). *Policy Sciences*, (2). 95.

Bolte, C. (2013). [New Report Outlines the Horrors, Potential Solutions, for Guest Worker Programs \(Links to an external site.\)](#). Retrieved from

Yee, V., Davis, K. & Patel, J. (2017). [Here's the Reality about Illegal Immigrants in the United States \(Links to an external site.\)](#). New York Times.

Complete Writing Assignment 1.

Week 9-10: Course Project Work Week

This week is left open for each of you to work on your course project.

Check the Course Group Project Information tab (under course essentials) for information on grading and due dates for your course project.

Week 11: Immigrant Competition vs. Complementarity

[Week 9 Immigrant Competition vs Complementarity.pptx](#)

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.

Peri, G. (2013). [The Economic Benefits of Immigration](#). Berkeley Review of Latin American Studies.

Complete Forum 4.

Week 12 and 13: Organizing Latino Workers

[Week 10- Organizing Latino Workers.pptx](#)

[Labor Council for Latino American Advancement](#) Just browse through some of this info.

[Worker Centers: Organizing Communities at the Edge of the Dream](#), Janice Fine, pp. 1-33

Browse through the Cesar Chavez Foundation

Website http://www.chavezfoundation.org/page.php?code=001001000000000&page_ttl=American Hero&kind=1 (Links to an external site.)

Browse through the New Labor Website <http://newlabor.org/> (Links to an external site.)

Watch Farmingville.

Week 14: Wrap-up & Final Exam

Course Requirements

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.

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 (Links to an external site.)). Check their data and resources tab as well as their demography and immigration research. Along with your table you must also submit a

succinct paragraph with impression of your findings. What do you think accounts for the differences or similarities?

See Course Calendar for Due Dates

Writing Assignments

There are 2 Writing Assignments in this course.

Each writing assignments are expected to be at least 500 words in length. Insightfulness and clarity are important. The weekly response entries are meant to help me gauge your understanding of the week's lectures and readings.

See Course Calendar for 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.

There are 4 forums assigned in this course. Each forum is 1 week in length. **A missed forum cannot be made up.** Each initial post should be at least 200 words and response posts should be at least 100 words.

See Course Calendar for Due Dates

Course Group 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:

1) Create your group. You can do this through the group project open forum. Groups should contain 4-5 students.

2) Choose your issue. Select a current issue significant to the Latino workforce in the U.S. 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 10) should come from academic, popular (reputable) and on-line research.

3) Communicate Your choice by submitting your topic choice and contract (see course calendar for due dates, worth 5 points)

****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 – not just opinion!).

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)

1. Introduce the topic
2. Background information/details surrounding the issue
3. Your view on the issue

2) Alternative Positions/Opposing Positions (The opposite of your position!)(four-six slides)

1. Detailed discussion of alternative/opposing positions
2. Provide supporting information for alternative positions
3. Detailed discussion of reason(s) for writer's position (refute the counterclaims – why you disagree with opposing position)
4. Provide evidence for your argument

3) Your Argument (four-six slides)

1. Assert point #1 (#2, #3...) of your claims
2. Give your opinion
3. Provide support

4) Summary and Conclusion (four-six slides)

1. Restate the importance of the issue
2. Restate your position
3. 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 a notes file with your Power Point Presentation. Your notes page tells 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 should be a separate word file submitted with your powerpoint. Do not use the notes feature in powerpoint.

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> (Links to an external site.)Links to an external site. (Links to an external site.) 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> (Links to an external site.)Links to an external site. (Links to an external site.).

Course Project Grading Rubric:

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

Content	(125 points total)
Student thoroughly presents both sides of an issue and clearly expresses their own position on the topic. Student uses a	Intro 5 Opposing Position 50 Your Position 50

minimum of 6 sources, which include academic articles.	Summary and Conclusion 10 Notes page 10
Grammar Student demonstrates proper grammar usage and correct spelling throughout the Power Point presentation, including the notes section.	(40 points)
Originality & Style Student has original ideas and innovatively uses facts from their research to support their position. Student uses graphics and figures to support their work. Student uses appropriate themes and colors.	(30 points total) 15 points 10 points 5 points
Total	100% (195 points) Total Project worth 200 points including the course contract submitted

See course calendar for due dates

****At the end of the course project, students will have the opportunity to review the effort of other group members. All students are expected to put forth 100% effort. If groups agree that a particular student has only put forth 80% effort (for example), they will only receive 80% of the group grade.****

Online Tests

Online Tests/ Quizzes

There are two quizzes through the term that consist of a combination of multiple choice and true/false questions. See course calendar for due dates.

Course 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
Forums and Assignments 50%	Latino Groups Matrix and Impression 70 points Forums · Introductory Forum 50 points · Unit Content Related Forum 60 points each (3)

	Reading Response Entries 100 points each (2)
Course Project 20%	Issue Position Power Point Project 200 points
Final Exam 30%	2 quizzes 150 points each

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.

- You are expected to enter the course for the first time on the first day of the semester
- You are expected to log into the course prior to final grades being posted

A weekly message will be sent to you each Wednesday in Canvas. You can find these under Announcements

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 course calendar and within the course assignments. Thus, you have significant notification of deadlines.

Forums lock after 11:59pm on the Tuesday following the week in which it was assigned. **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. **Please reserve this form of contact for only pressing issues.** I prefer not to be called before 9am or after 9pm. You may also send me a text message. 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> (Links to an external site.). 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> (Links to an external site.).

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