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Winter 2016
Mon/Wed 2:30-4:20pm
105 Smith Hall
Off Hrs: Friday 1:30-3:30pm
& by appointment

CHSTU 342 – Working Latinas/os

This course examines the relationship between race, gender, nation and work identity in the workplace to examine: What are different formations of the Latina/o worker? How is Latina/o identity constructed in the workplace? What do working experiences look like? What ideologies explain Latinos' work experiences and the particular sectors in which we find them? What does this tell us about prevailing ideas about gender, race and nation and their relationship to power, hierarchy and marginality? We will also scrutinize the ways in which identities are formed in the process of doing work - as gender(ed) and race(d) bodies. Students will learn about key laws, policies, and programs that have shaped Latinas/os' work experiences in the U.S.

This is an upper-division course. You are expected to conduct independent research to test course material and grasp a better understanding of it. You should have a basic familiarity with discourses in gender, race and ethnicity and in studies of labor, inequality and globalization or be prepared to read supplementary material that will help with your comprehension of the material.

Students will learn to locate, explain connections and think critically across inequalities, hierarchies and social change. Students will learn to identify and compare concepts, theories and methods, mainly from social science research. Course assignments will encourage students to think analytically, develop coherent arguments as well as improve creative and critical writing.

You are encouraged to share your observations and insights with members of our class. *At all times, you must do so in a respectful tone and conscientious manner towards your peers and professor.*

Course Webpage: All information regarding this course will be available on Canvas. It is your responsibility to consult this webpage regularly for new/updated information about readings, assignments, relevant events, etc. Frequently check “Home”, “Announcements” and folders in “Assignments”.

Class Email: All emails concerning this course will only be sent to the assigned class email list or directly to your UW email address. Please consult your UW inbox regularly.

Requirements

Readings: Required readings will be available in “Meetings,” a folder in “Assignments”. Please note readings may change as deemed appropriate during the quarter. Readings marked as supplementary are suggested, certainly encouraged, but are not required.

Participation: Class participation is important and will be noted. I frequently pose questions that engage your understanding of the readings. At times, you will also complete short individual or in-class writing assignments. Thus, absences can impact your overall performance and grade.

There are no make-ups for missing in-class writing assignments or group work. The use of laptops, iPads, tablets and the like during lecture should only assist in note-taking and review of readings – these should not distract you and others in class. Please be conscientious towards your peers and me and refrain from multi-tasking during class, which is a distraction.

Reading Responses (RRs): Students will write a brief, reflective statement on the reading. The form can be an analytical question or brief comment (between 150-200 words). *This is not a descriptive summary*. Refer to the guide in “Reading Responses” under “Assignments” for details and writing tips. RRs are due in class – due dates appear in the “Schedule of meetings” in the syllabus as well as on the webpage.

Reflection Essay: You will write a short essay (2pgs) that is meant to be a reflection on part of your work history. This exercise is intended to be reflective as well as analytical. Details will be provided in “Short Papers” under “Assignments” on our webpage. Essays are submitted online via Canvas.

Midterm exam: The exam will be in class. The format is short answers and short essays on readings, lectures, films, etc. covered in class. More details will be outlined in the week prior to the exam.

Group Assignment: Students will work in groups of 3 to conduct independent research. Students will learn skills and employ tools in social science data collection incorporating quantitative and/or qualitative methods. More details will be provided in “Short Papers” under “Assignments” on our webpage. Choose one:

- Working Latinas/os Statistical Profile
- Working Latinas/os Culture Survey.

Be creative! While I have outlined dates in class for your group to advance your work, your group should begin early as well as work together outside of class. Please consult with me as soon as possible for ideas, if you and your peers have difficulty working out concrete ideas. One member of your group will submit one document online to Canvas; each group will give one brief in-class presentation of their work.

Final Exam: Final exam is scheduled during finals week on Tuesday, March 15, 2:30-4:20pm. The format will be short-answer and short essays on readings, lectures, films, etc. covered in class. More details will be outlined in the last week of classes.

Extra Credit: There is one opportunity to earn extra credit. Students will watch one film in the Suzzallo and Allen Libraries Media Center and write an essay in response to assigned questions. Instructions will be posted in “Extra Credit” under “Assignments”; submit online via Canvas.

Grading

1. Class Participation	10%
2. Reading Responses (4)	10%
3. Reflection Essay	10%
4. Midterm Exam	20%
5. Group Assignment (includes presentation)	20%
6. Final Exam	30%

Assignment Guidelines

Format: Assignments must be typewritten, using 12pt Times New Roman font with 1” margins, unless directed otherwise.

Extensions: There are no extensions or make-ups for exams/assignments, unless you provide: 1. a letter requesting a make-up that explains absence or 2. a doctor’s note explaining an absence or late submission. These documents will be part of your class record and grades on an assignment may incur a decrease in point value/letter grade. **Missing a deadline because you do not have a copy of your work is not an acceptable excuse.**

Submissions: **Email submissions are not accepted**, unless requested by me. Students must not leave papers with administrative staff or in my mailbox in the main offices of Law, Societies and Justice or the Department of American Ethnic Studies, unless I request you to do so. **Please note it is your responsibility to save copies of your work and verify that they successfully uploaded to Canvas.**

Notes: Some abbreviated notes from seminar may be available on webpage –these will not fully cover readings and material discussed in class. As a result, class attendance is important.

Plagiarism: All students are held to a high standard of academic integrity and expected to abide by the UW’s policy on academic honesty and code of conduct. If you present someone else’s ideas or writing as your own, *without appropriate citation*, you will be reported to University Administration. Please see your student handbooks and the following for more information:

UW Student Conduct Code: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>

Academic honesty: please see information on course webpage for details.

Disability Resources for Students: The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information, please see <http://disability.uw.edu> call 206-543-8924 or email uwdrs@uw.edu.

Rescheduled meetings: The University of Washington is a Research 1 and flagship university in Washington State. The faculty are expected to build a research profile and at times, meeting these duties may overlap or conflict with lectures. Please see webpage for relevant changes in times when our class will not formally meet.

Schedule of Meetings

Week 1: Course Overview and Narrating Latinas/os

1.04 Mon: Course introduction and syllabus review

1.06 Wed: María Gutierrez Soldatenko, “Berta’s Story: Journey from Sweatshop to Showroom”
Reading Response - due in class.

Week 2: Defining Labor and Skill

1.11 Mon: Karl Marx, “Alienated Labour”

Harry Braverman, “The Division of Labor”

Supplementary: Tom Fritzsche, “Unsafe at these Speeds”

Week 2: Defining Labor and Skill (cont'd)

- 1.13 Wed: Kitty Calavita, "Let's Make a Deal"
Selection from "*The Harvest/La Cosecha. The Story of Children who Feed America.*"

Group Check-in #1: name groups and select choice of assignment

- 1.15 Fri: **Reflection Essay - upload to Canvas.**

Week 3: Producing Labor, Skill and Vulnerability

1.18 Mon: University Holiday

- 1.20 Wed: Seth Holmes, "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm."

Selection from "Changing the Food Chain"

Reading Response - due in class.

Week 4: Ideology, Labor Control and Violence

- 1.25 Mon: Leslie Salzinger, "From High Heels to Swathed Bodies: Gendered Meanings under Production in Mexico's Export-Processing Industry"

- 1.27 Wed: Melissa Wright, "Dialectics of Still Life: Murder, Women and Maquiladoras"
Selection from "*Maquilapolis*"

Week 5: Social Structure, Identity and Mobility

2.01 Mon: **Exam**

- 2.03 Wed: George Lipsitz, "Possessive Investment in Whiteness"

Group Check-in #2: Email report to me by end of class about

Stat Profile Report 1: Group of workers, possible data sources;

Culture Survey 2: Choice of material item, possible questions.

Week 6: Social Structure, Identity and Mobility

- 2.08 Mon: Continue review of Lipsitz reading.

Gladys García-Lopez and Denise Segura, "They are Testing you all the Time: Negotiating Dual Femininities among Chicana Attorneys".

- 2.10 Wed: Jody Agius Vallejo, "Latina Spaces: Middle-Class Ethnic Capital and Professional Associations in the Latino Community"

Reading Response - due in class.

Week 7: Laboring Families and Legal Liminality

2.15 Mon: University Holiday

Week 7: Laboring Families and Legal Liminality (cont'd)

2.17 Wed: Alejandra Marchevsky and Jeanne Theoharis, “Tough Love in LA County” and “The Myth of Welfare Dependency”.

Group Check-in #3: work on analyses.

Reading Response - due in class.

Week 8: Laboring Families and Legal Liminality

2.22 Mon: Chang, “Undocumented Latinas. The New Employable Mother”.
Selection from “*Maid in America*”.

2.24 Wed: Emir Estrada and Pierrette Hondagneu-Sotelo, “Intersectional Dignities: Latino Immigrant Street Vendor Youth in Los Angeles”.
Lorena Muñoz, “From Street Child Care to Drive-Throughs”

Week 9: Framing new narratives, [In]visibility, organizing, and rights

2.29 Mon: Leisy Abrego, “I can’t go to college because I don’t have papers.”
Selection from “*Papers. Stories of Undocumented Youth*” or
NPR audio, “Standout Student, A Star at Goldman Sachs and Undocumented”

3.02 Wed: Leisy Abrego, “Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants.”

Tom Wong, Angela Garcia, Marisa Abrajano, David Fitzgerald, Karthick Ramakrishnan and Sally Le, “Undocumented No More. A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA”

Group Check-in #4: work on essays

3.04 Friday: **Group Assignment –upload assignment to Canvas.**

Week 10: Framing new narratives, [In]visibility, organizing, and rights

3.07 Mon: Renato Rosaldo, “Cultural Citizenship”
Selection from Ramiro Gomez, “Happy Hills”.

Presentation of Group Projects

Course Evaluations

3.09 Wed: Concluding remarks

Presentation of Group Projects

Extra Credit Assignment due – upload to Canvas.

Week 11: Finals Week

3.14 Mon **Final exam - Tuesday, March 15, 2016 from 2:30-4:20pm in 105 Smith.**

Reading References

Week 1:

Soldatenko, Maria Gutierrez. "Berta's Story: Journey from Sweatshop to Showroom," in *Women's Untold Stories: Break Silence, Talking Back, Voicing Complexity*. Eds. Mary Romero and Abigail Stewart. New York: Routledge, 1999. 256-270.

Week 2:

Braverman, Harry. "The Division of Labor" in *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*. New York: Monthly Review Press, 1974. 49-58.

Calavita, Kitty. "Let's Make a Deal" in *Inside the State: The Bracero Program, Immigration, and the I.N.S.* New York: Quid Pro Books, 2010. 79-122.

Fritzsche, Tom. 2013. "Unsafe at these Speeds. Alabama's Poultry Industry and its Disposable Workers." *Southern Poverty Law Center and Alabama Appleseed*.

Marx, Karl. "Alienated Labour" in *Karl Marx: Selected Writings*, 1st ed. David McLellan. New York: Oxford University Press, 1977. 77-87.

Week 3:

Holmes, Seth. "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm." *Medical Anthropology: Cross-Cultural Studies in Health and Illness*. 30:4 (2011): 425-449.

Week 4:

Salzinger, Leslie. "From High Heels to Swathed Bodies: Gendered Meanings under Production in Mexico's Export-Processing Industry". *Feminist Studies*. 23:3 (1997): 549-574.

Wright, Melissa. "Dialectics of Still Life: Murder, Women and Maquiladoras," in *Women and Migration in the U.S.-Mexico Borderlands*. Eds. Denise A. Segura and Patricia Zavella. Durham: Duke University Press, 2007. 184- 201.

Week 5:

Lipsitz, George "Possessive Investment in Whiteness" in *The Possessive Investment in Whiteness*. Philadelphia: Temple University Press, 2006.

Week 6:

García-Lopez, Gladys and Denise Segura, "They are Testing you all the Time: Negotiating Dual Femininities among Chicana Attorneys". *Feminist Studies* 34:1/2 (2008).

Lipsitz, George "Possessive Investment in Whiteness" in *The Possessive Investment in Whiteness*. Philadelphia: Temple University Press, 2006.

Vallejo, Jody Agius, "Latina Spaces: Middle-Class Ethnic Capital and Professional Associations in the Latino Community". *City and Community* 8:2 (2009).

Week 7:

Marchevsky, Alejandra and Jeanne Theoharis, “Tough Love in LA County” and “The Myth of Welfare Dependency” in *Not Working: Latina Immigrants, Low-Wage Jobs, and the Failure of Welfare Reform*. New York: New York University Press, 2006.

Week 8:

Chang Grace, “Undocumented Latinas. The New Employable Mother” in *Disposable Domestics: Immigrant Women Workers in the Global Economy*. Cambridge, MA: South End Press, 2000.

Estrada, Emir and Pierrette Hondagneu-Sotelo, “Living the Third Shift. Latina Adolescent Street Vendors in Los Angeles” in *Immigrant Women Workers in the Neoliberal Age*. Eds. Nilda Flores-Gonzalez, Anna Romina Guevarra, Maura Toro-Morn and Grace Chang. Urbana: University of Illinois Press, 2013. 144-163.

Munoz, Lorena. “From Street Child Care to Drive-Throughs: Latinas Reconfigure and Negotiate Street Vending Spaces in Los Angeles” in *Immigrant Women Workers in the Neoliberal Age*. Eds. Nilda Flores-Gonzalez, Anna Romina Guevarra, Maura Toro-Morn and Grace Chang. Urbana: University of Illinois Press, 2013. 133-143.

Week 9:

Abrego, Leisy. “I can’t go to college because I don’t have papers: Incorporation patterns of Latino undocumented youth.” *Latino Studies*. 4 (2006): 212-231.

Abrego, Leisy. 2011. “Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-making for First- and 1.5-Generation Immigrants” *Law & Society Review*, Vol.45(2) 337-370.

Wong, Tom, Angela Garcia, Marisa Abrajano, David Fitzgerald, Karthick Ramakrishnan and Sally Le. “Undocumented No More. A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA.” *Center for American Progress*, September 2013.

Week 10:

Rosaldo, Renato (1994), “Cultural Citizenship in San Jose, California,” *PoLAR: Political and Legal Anthropology Review*, 17: 57–64.

Wong, Tom, Angela Garcia, Marisa Abrajano, David Fitzgerald, Karthick Ramakrishnan and Sally Le. “Undocumented No More. A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA.” *Center for American Progress*, September 2013.