

Winter 2017

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Law, Societies and Justice Program

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Off Hrs: Fridays 1:30-3:30pm
& by individual appointments

CHSTU 342 – Working Latinxs

Mon/Wed 10:30am - 12:20pm
226 Communication

This course examines the relationship between race, gender, nation and work identity in the workplace to examine: What are different formations of the Latinx worker? How is Latinx identity constructed in the workplace? What do working experiences look like? What ideologies explain Latinxs' 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 Latinxs' 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 is available on Canvas. It is your responsibility to consult this webpage regularly for new/updated information about readings, assignments, relevant events, etc.

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. In addition to discussion questions and points (see next paragraph), class participation includes your contributions during Q&A and any additional activities during lecture. For example, there will be times when you will complete a quiz or brief in-class writing assignment that will count towards class participation. As a result, absences can impact your overall performance and grade. There are no make-ups for missing in-class 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, others and me in class. **Please be conscientious towards your peers and me and refrain from multi-tasking** during class, which is a distraction.

Discussion Points or Questions: All students will submit one point or question about the assigned readings. I will distribute a set of Ps&Qs to the entire class from a select group of students assigned to the specific class. You will engage in group discussions of the material with your peers. You may discuss the point or question, as it is written or develop it in discussion. The assigned students will report key take-away points from the group and continue to develop the discussion.

Assigned students: Type your point or question in advance twice, using one divided sheet, so that you can submit one to me and keep one on hand for discussion.

This is not a descriptive summary. Refer to the schedule for “Discussion Ps or Qs” under “Assignments” for details and writing tips. Due dates appear in the “Schedule of meetings”.

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.

Sourcing Latinxs Essay: You will write an essay that assesses the information we learn from difference sources on a topic of interest to you on the subject of Latinxs and work.

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.

Final Group Assignment: Students will work in groups of 4 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 under “Assignments” on our webpage. Choose one: Statistical Profile, Culture Survey or Advocacy Proposal.

Be creative! **Your group should begin early as well as work together outside of class.** I have also outlined dates in class for your group to advance your work. Please consult with me as soon as possible for ideas, if you and your peers are having 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 Group Project - Individual Paper: Every student will compose a short paper that develops a key concept from course material that is integral to the group report. Details are provided under “Assignments” on our webpage.

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 a short paper in response to assigned questions. Instructions will be posted in “Extra Credit” under “Assignments”.

Grading

Class Participation (15% includes below, participation during lectures and additional class activities)

- | | |
|---|-----|
| 1. Class Participation | 5% |
| 2. Discussion Points & Questions (Discussion Ps&Qs) | 10% |

Exam (20%)

- | | |
|--------------------------|-----|
| 3. In-class Midterm Exam | 20% |
|--------------------------|-----|

Final Group Project (30%)

- | | |
|-----------------------------|-----|
| 4. Group Assignment | 15% |
| 5. Group In-class workshops | 10% |
| 6. Group Presentation | 5% |

Papers (35%)

- | | |
|---------------------------|-----|
| 7. Reflection Essay | 10% |
| 8. Sourcing Latinxs Essay | 10% |
| 9. Final Paper | 15% |

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 the Department of American Ethnic Studies or Law, Societies and Justice, unless I request you to do so. [Please note it is your responsibility to save copies of your work and verify that they successfully upload to Canvas.](#)

Notes: Some abbreviated notes from class may be available on the webpage –[these do not fully cover readings and material discussed in class](#); 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.

**** A Commitment to Our Class ****

“But if thought corrupts language, language can also corrupt thought.” George Orwell, 1984

We have the good fortune of working with a diverse student body. I wish to do what I can to create an engaging, collaborative and civil environment for learning. As with any class, the issues we read about and discuss are important, debatable, and at times, controversial. Making the decision to share your experiences and opinions in a public space is meaningful and it can also be challenging. This is a privilege in education and in this nation and so I take seriously your actions to do so in our class. I require that we be open to our differences, aware of our reactions, and thoughtful and respectful when we participate in an exchange of ideas. We should not be judgmental, but mindful there is more than one way to view the world. Our class offers opportunities for learning.

One immediate practice to follow in our class is being conscientious of language – how we talk about the issues relevant to our class. In our class, “undocumented” or “unauthorized” are acceptable labels to use when referencing individuals who do not possess a migrant status that affords legal permission to live and work in a country. Being in the U.S. without proper documents is a civil offense, not a criminal one. **We will not use labels like “illegal(s)” and “illegal immigrant(s)”**. While the use of “illegal immigration” may correctly point to a form of unauthorized border crossing, the labels “illegal(s),” and “illegal immigrant(s),” dehumanize individuals and are discriminatory.

Being conscientious about language – written and spoken - in our class means two things:

1. Celebrate difference. Exclude language that point out differences (legal status, race, disability, gender, sexuality, class, just to name a few) to reinforce discrimination, disempowerment, hierarchy, exclusion and dehumanization.
2. Have patience. Peers can be unskilled, unknowledgeable or misinformed when choosing how they share their ideas in lecture and on assignments. I will address this, when possible and in fairness to all students. I will invite you to reflect and decide how you will collaborate with your peers and me in class, so that we do not undermine teaching and learning in this class.

Our classroom will not endorse a culture that contributes harmful statements about Latinxs, immigrants, Muslims, African Americans, women, poor and disabled, to name only some communities vulnerable to possible changes in law and policy under the new administration. You may see me during office hours or by appointment if you would like to talk more about this.

The Department of American Ethnic Studies has at the core of our study that the struggle for equality, equity and justice is the voice of peoples who are underrepresented and marginalized. The exchange of knowledge in our classrooms fights against the singular, simplistic narratives that are meant to define us in the public eye. These are change-making tools that you can take with you into diverse professional fields where you will make a difference. You may read AES’ Position Statement here: <https://aes.washington.edu/news/2016/11/16/aes-position-statement-undocumented-students>

Schedule of Meetings

Week 1: Course Overview and Working Latinxs

- 1.04 Wed: Course introduction and syllabus review
Hoffman Plastics Compounds, Inc. v. National Labor Relations Board,
535 U.S. 137 (2002).

Week 2: Defining Labor and Skill

- 1.09 Mon: Continue with Hoffman Plastics
Rebecca Smith (NELP), Ana Avendano (AFL-CIO) and Julie Martinez Ortega (ARWEF),
“Iced Out. How Immigration Enforcement Has Interfered with Workers’ Rights.”
Rafa Fernandez De Castro, “Trump should be targeting robots, not Mexicans.”
- 1.11 Wed: María Gutierrez Soldatenko, “Berta’s Story: Journey from Sweatshop to Showroom”
- 1.13 Fri: **Reflection Essay - upload to Canvas by 11pm.**

Week 3: Defining Labor and Skill (cont’d)

1.16 Mon: University Holiday

- 1.18 Wed: Karl Marx, “Alienated Labour”
Harry Braverman, “The Division of Labor”
Selection from “*The Hand that Feeds.*”
Submit by end of class: 1. choice of assignment and 2. names of group members.

Sourcing Latinxs Essay – upload to Canvas by 11pm.

Week 4: Making Workers, Labor Control and Violence

- 1.23 Mon: Seth Holmes, "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm."
David Bacon, “Why These Farm Workers Went on Strike –and Why it Matters.”
Supplementary: “Deborah A. Santiago, Emily Calderon Galdeano and Morgan Taylor,
“Finding your Workforce: Latinos in Health.”
- 1.25 Wed: Melissa Wright, “Dialectics of Still Life: Murder, Women and Maquiladoras”
In-class work on Final Group Project:
A Groups: *What workers will you research and what are possible data sources?*
B Groups: *Who is the individual and what is the possible material item? What is a possible question you will add to the survey?*
C Groups: *What is the organization? What is the tool you will develop to address the challenge you identify?*

Week 5: Legal Liminality, Legal Consciousness and Rights

- 1.30 Mon: Leisy Abrego, “I can’t go to college because I don’t have papers.”
Lisa Christensen Gee, Matthew Gardner and Meg Wiehe, “Undocumented Immigrants’
State & Local Tax Contributions.”

Week 5: Legal Liminality, Legal Consciousness and Rights (continued)

- 1.30 Mon: Julissa Arce, NPR audio, “Standout Student, A Star at Goldman Sachs and Undocumented”
- 2.01 Wed: **In-class midterm exam**

Week 6: Legal Liminality, Legal Consciousness and Rights

- 2.06 Mon: Leisy Abrego, “Legal Consciousness of Undocumented Latinos: Fear and Stigma as Barriers to Claims-Making for First- and 1.5-Generation Immigrants.”
Jeffrey S. Passel and D’Vera Cohn, “Size of U.S. Unauthorized Immigrant Workforce Stable after the Great Recession.”
Supplementary: Shannon Gleeson, “Labor Rights for All? The Role of Undocumented Immigrant Status for Worker Claims Making.”
Discussion Ps & Qs
- 2.08 Wed: Michael Mastman, “Undocumented Entrepreneurs: Are Business Owners “Employees” under the Immigration Laws?”
Robert Warren and Donald Kerwin, “Beyond DAPA and DACA: Revisiting Legislative Reform in Light of Long-Term Trends in Unauthorized Immigration to the United States.”
Supplementary: 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”
Discussion Ps & Qs

Week 7: Social Structure, Identity and Mobility

- 2.13 Mon: Alexandra Starr, “Latino Immigrant Entrepreneurs”
Jody Agius Vallejo, “Latina Spaces: Middle-Class Ethnic Capital and Professional Associations in the Latino Community.”
Octavio Blanco, “America is Missing Out on a \$1.4 trillion Latino Business Opportunity.”
Supplementary: Douglas Rivers and Jerry Porras, “State of Latino Entrepreneurship”
Discussion Ps & Qs
- 2.15 Wed: Michelle Madsen Camacho and Susan M. Lord, “Latinos and the Exclusionary Space of Engineering Education.”
Giovanni Rodriguez, “How Brands are Learning to Engage the Silicon Valley Latino Ecosystem.”
Supplementary: Deborah A. Santiago, Morgan Taylor and Emily Calderon Galdeano, “Finding your Workforce: Latinos in STEM.”

In-class work on Final Group Project - please see instructions on Canvas.

A Groups: *Work on the possible solution to the identified problem and data tables.*

B Groups: *Work on analysis of survey responses and theme across chosen works.*

C Groups: *Work on the advocacy tool and law or policy to change or implement.*

Week 8: Laboring Families and Legal Liminality

2.20 Mon: University Holiday

2.22 Wed: Emir Estrada and Pierrette Hondagneu-Sotelo, “Intersectional Dignities: Latino Immigrant Street Vendor Youth in Los Angeles”
 Selection from *“The Harvest/La Cosecha. The Story of Children who Feed America*
Discussion Ps & Qs

Week 9: Social Structure, Identity and Mobility

2.27 Mon: James D. Reschovsky and Ann S. O’Malley, “Do Primary Care Physicians Treating Minority Patients Report Problems Delivering High-Quality Care?”
 DiversityInc., “Can Black and Latino Doctors Solve the Primary-Healthcare Crisis?”
 Amanda Machado, “Why Many Latinos Dread Going to the Doctor”.
Discussion Ps & Qs

3.01 Wed: Carlos E. Cuellar, “Running and Winning. Patterns of Latino Candidate Emergence and Success in Mayoral Elections.”
 Manuel Pastor, “Latinos and the New American Majority.”
 Sophia Jordan Wallace, “Representing Latinos: Examining Descriptive and Substantive Representation in Congress.”
 William Finnegan, “The Man Who Wouldn’t Sit Down.”
Discussion Ps & Qs

Extra Credit Assignment final due date – upload to Canvas by 6pm.

Week 10: Framing new narratives, [Re]Presentation and Community

3.06 Mon: Renato Rosaldo, “Cultural Citizenship”
Presentation of Group Projects
Course Evaluations

3.08 Wed: Concluding remarks
Presentation of Group Projects

3.08 Wed: **Final Group Project Report - One group member submits report on behalf of group to Canvas by 11pm.**

Week 11: Final Exam Week

3.13 Mon: **Final Group Project Final Paper - Every student submits a short paper to Canvas by 11pm.**