

Chicano/Latino Studies 156W

Chicano/Latinos and Labor

Winter 2015

T, Th 3:30-4:50 pm

Room: SST 120

Dr. Glenda M. Flores

Office: SST 371

Office Hours: Tuesday, 5:00-6:00 p.m.

(and by appointment)

E-mail: gmflores@uci.edu

Phone: (949) 824-4664

Course Website: <u>https://eee.uci.edu/15w/61510</u> Password: workplace *Check periodically for announcements	Teaching Assistant: Sheefteh Khalili Graduate Student, Department of Sociology Office: SST 695 Office Hours: Thurs. 1-3 p.m. (and by appointment) E-mail: skhalili@uci.edu
---	---

COURSE DESCRIPTION

Can we conceive of a day, as the title of a famous film puts it, *A Day Without a Mexican*? What would happen if Latinas/os suddenly disappeared from U.S. labor market sectors? Today, Latinas/os are the largest racial/ethnic minority group in the United States and play a tremendous role in the U.S. labor market.

Latinos have traditionally worked in agriculture, canneries, as domestics in the informal economy, and service sector jobs due to racial and class stratification in the United States, but are also making inroads into the professions. Where do Latinos work and why do they work in those jobs? What are race relations like in their workplaces? This course finds answers to these questions and explores the workplace experiences of Latinos in various work sectors, ranging from children who work with their parents as street vendors in the informal sector of the economy, to college-educated Latinos who navigate the professional realm, to Latino immigrants who are rupturing the traditional Black/White binary in the U.S. South and work in poultry processing plants. Students will learn about gender, race/ethnicity, U.S. racial hierarchies and class in several ways. We will also explore the role of transnational work, Latino culture in the workplace, gender, masculinity and femininity, socioeconomic constraints and giving back to the family.

By the end of the semester, the student will:

- 1) have a greater appreciation for the complexity of Latinos and work in the U.S.
- 2) apply the practices of Chicano/Latino studies and sociology to questions of race/ethnicity and workplace inequities

This course fulfills the Writing Intensive requirement at UCI. This course also satisfies the "Inequalities Across Gender, Sexuality, Class, and Race" elective for the major in Chicano/Latino Studies. It also satisfies one of the three upper-division courses selected from Chicano/Latino Studies 100-189.

REQUIRED TEXTS:

There are two books required for this course and several journal articles. The books are available at the UCI bookstore.

1. Hondagneu-Sotelo, Pierrette. 2007. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley and Los Angeles, California: University of California Press.
2. Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.

PEER REVIEWED JOURNAL ARTICLES POSTED ON BLACKBOARD:

~Readings are posted on the course website at eee.uci.edu. You can also access these readings on your own by logging on to the UCI web VPN at <http://www.lib.uci.edu/how/connect-from-off-campus.html>~

COURSE REQUIREMENTS and EVALUATION OF ASSIGNMENTS

1. CLASS PARTICIPATION and ATTENDANCE (10%)

This class is based on active student participation in class discussions. You are expected to attend every class meeting prepared to discuss the assigned reading. Attendance, in-class participation and presentations account for 10% of your grade and include: (1) active and informed in-class participation that demonstrates a thoughtful reading of the course material; and; (2) a meeting with the Professor/TA to discuss the ways in which the first draft can be revised. It is your responsibility to read all course materials prior to class. Attendance will be taken within the first 10 minutes of class.

Do not overlook the importance of participation and attendance in calculating your grade. This grade is based on the number of class meetings you attend and will increase or decrease depending on your active participation or behavior in class. Things that will bring down your grade are disruptive behavior; disrespect towards your professor or peers; comments that reveal a lack of preparation, sleeping in class; excessive tardiness, excessive absences, and web surfing. Excessive absences and constant disruptive behavior will result in a failing class participation grade. Do not assume that you will receive full participation and credit merely for showing up to class. You must also thoughtfully participate and contribute to in class discussions.

2. MIDTERM EXAM (25%)

The midterm will have short essay formats.

3. INFORMAL ESSAYS (10%)

Each Tuesday (starting 1/20) there will be a brief essay assignment. These are open book and open note. These assignments are graded credit/no credit and **cannot be made up under any circumstance. However, you can miss one essay without penalty.** If you are prepared each day it is possible that you will earn **extra credit**, since there will be 7 essays, each worth 2% of your overall grade; you therefore have the opportunity to earn 4 additional percentage points.

3. INDIVIDUAL INTERVIEW ANALYSIS (30%)

This activity requires students to conduct an interview with either an established immigrant who migrated to the United States prior to 2000, or with a 1.5 or second-generation adult who has a job. They must be of Latina/o origin. You may interview a family member, extended relative or someone that you do not know well. Together we will construct an interview guide that

incorporates themes discussed in class. The interview instrument is worth **5%** of the score and will be due at the start of class on **Tuesday, Jan. 27, 2015**.

25% of your grade will be based on your transcription of the interview, short ethnographic fieldnotes, and how well you integrate major themes from the interview with course theories and concepts. The analysis should be about 4-5 pages. You must correctly apply at least three theories/concepts from class. The analytical reflection and transcript are due at the start of class **Thursday, Feb. 19 2015**. You must upload the entire document onto the dropbox system by **3:30** on the due date or else it will be considered late. The assignment has several goals.

- I want you to apply the theories and concepts we have learned in class to the life and work experiences of a real person
- I want you to gain experience constructing an argument and supporting it
- The final paper requires that you expand on this document after the professor has provided you with feedback and peer analysis takes place

More detailed instructions will be handed out throughout the quarter.

4. FINAL PAPER (25%)

The final paper will include the transcribed document and interview analysis from the interview activity. This paper will give you the opportunity to be an ethnographic social scientist and will fuse both Chicano/Latino studies and sociological components. The final paper should be 8-10 pages (about 4,000 words). A first draft of this paper will be due during Week 10. Students will be expected to have a first draft and a final draft. Points will be deducted for failure to turn in two drafts, but only the grade for the final draft will be counted. Students will be encouraged to meet with the professor/TA to discuss specific ways in which the first draft can be revised.

5. GRADING

All of the materials outlined in this syllabus are required. Late papers will not be accepted or graded.

Grading will be as follows:

Class Attendance & Active Participation	10%
Informal Essays	10%
In-Class Midterm	25%
Individual interview project	
-- <i>Interview Guide</i>	5%
-- <i>Transcript and Preliminary Draft Analysis</i>	25%
Final Research Paper	25%
Total	100%

RUBRIC

100%-97%=A+	89%-87%=B+	79%-77%=C+	69%-67%=D+
96%-93%=A	86%-83%=B	76%-73%=C	66%-63%=D
92%-90%=A-	82%-80%=B-	72%-70%=C-	62%-60%=D-

CLASS POLICIES

As with any class, students should behave in a professional and respectful manner. Below are the class policies.

1. Arrive on time.
2. Cell phones should be turned completely off. If you use a computer, it should be employed for taking course notes only. In other words, Facebooking, tweeting and email checking are not allowed. Repeated incidents of Facebooking or email will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor.
3. Talking with other students during class and other disruptive behavior will not be tolerated—it is disrespectful to your classmates and the Professor, and detracts from our goal of mastering the course material.
4. Respect others' opinions and comments. The Professor will work to make sure that all students enjoy a distraction-free, civil and supportive environment in which to learn and express ideas—this means listening to others' ideas and addressing them respectfully.

ACADEMIC INTEGRITY

Academic honesty is fundamental to the activities and principles of a university and this class. The professor is required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism and collusion (working secretly in groups). Students who submit work that is not entirely their own will be subject to the University's academic dishonesty policies. The guide for avoiding plagiarism can be found here: <http://www.editor.uci.edu/11-12/appx/appx.2.htm>. Please read the guide so that you are aware of what counts as academic honesty and plagiarism, and or/ask the Professor for clarification.

COMMUNICATION

It is the student's responsibility to frequently check their e-mail and the class website for any class communications. Please put "ChcLat 156W" in the subject line of e-mail messages. Do not contact the Professor (or the TA) with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during office hours. Absolutely no assignments will be accepted via e-mail. I will be using the course website (eee.uci.edu) to post announcements, most handouts, and course articles, so check this site periodically.

DROP BOX

You must upload your analytical reflection paper and final exam via dropbox on eee.uci.edu, which will generate an originality report to guard against plagiarism. A hard copy of the final should also be time-stamped and placed in my mailbox before the due date and time. I must have a hardcopy and it must be uploaded in order for you to receive a grade. Assignments that arrive late will not be graded. All final papers must be uploaded and submitted by **12:30 p.m. on March 17, 2015**.

Any special learning needs should be brought to my attention as soon as possible

Note: This syllabus may be slightly modified throughout the course of the quarter.

SCHEDULE OF READINGS

Week 1: Introduction to the Course and Theoretical Foundations: (Theories of Migration, Post-Industrial to Service Based Economy)

January 6, January 8

(1/6)

Introduction to the Course

(1/8)

Massey, Douglas, Durand, Jorge and Malone, Nolan. 2002. "Principles of Operation: Theories of International Migration" Pp. 7-23 in *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage.

Doméstica, Chapter 1

Weekly Topics: We examine the changing structure of the U.S. labor market and the theories that scholars use to explain the structure of the labor market and Latinos' entrance into those jobs. How did it come to be that most domestics are Latina women?

Week 2: Latinas/os and Labor Historically

January 13, January 15

(1/13)

Gonzalez, Gilbert. 2007. "Recruiting, Processing, and Transporting Bracero Labor to the United States" Pp. (57-85). In *Guest Workers or Colonized Labor?: Mexican Labor Migration to the United States*.

Rosas, Ana Elizabeth. 2011. "Breaking the Silence: Mexican Children and Women's Confrontation of *Bracero* Family Separation, 1942-64" *Gender and History*, 23: 382-400.

(1/15)

Film by the Historian Gilbert González titled, "*Harvest of Loneliness, Cosecha Triste: The Bracero Program*."

Weekly Topics: We examine the larger structural factors involved in the Bracero program and how they affected families at the ground level. What was the socio-historical context in Mexico and the U.S. that propelled Mexican men to participate in the Bracero program? How did Mexican men who were involved in the Bracero program impact women and children who were left behind? How did the family survive?

Week 3: Sweatshops and Theories of Intersectionality

January 20, January 22

(1/20)

First In-Class Essay

Catanzarite, Lisa and Trimble, Lindsey. 2008. "Latinos in the United States Labor Market." Pp. 149-167. In *Latinas/os in the United States: Changing the Face of America* edited by Havidan Rodriguez, Rogelio Saenz and Cecilia Menjivar. Springer.

Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender and Society* 20: 441-464.

(1/22)

“Forever 21 Under Investigation for Using “Sweatshop-Like” Factories in Los Angeles”
http://www.huffingtonpost.com/2012/10/26/forever-21-sweatshop-investigation_n_2025390.html

~How to conduct an interview protocol.~

Film by Carracedo, Almudena and Robert Bahar. 2007. “Made in L.A./Hecho en Los Angeles.”
Semilla Verde Productions.

Weekly Topics: We examine the major occupational groups that Latinos currently hold and the components of two major sociological theories that scholars use to analyze Latinos’ workplace experiences, inequality regimes and intersectionality.

Week 4: The Informal Economy Today

January 27, January 29

(1/27)

Doméstica, Chapter 2 and 3

****January 27th-Interview Guide Due at the beginning of Class. No Exceptions!*****

(1/29)

Writing for Social Scientists, Chapter 1

Ramirez, Hernan and Pierrette Hondagneu-Sotelo 2009. Mexican Immigrant Gardeners:
Entrepreneurs or Exploited Workers? *Social Problems*, Vol. 56, Issue 1, pp. 70–88.

Weekly Topics: We examine Latinas/os who work in the informal economy and their unique jobs as service providers. What are the intricacies of domestic work? What is it about the structure of jardineria that allows for mobility for some jardineros and not others?

Week 5: Latino Mobility Patterns

February 3, February 5

(2/3)

Domestica, Chapter 5

Writing for Social Scientists, Chapter 2 and 3

(2/5)

Aguiar Vallejo, Jody and Lee, Jennifer. 2009. “Brown Picket Fences: The Immigrant Narrative and Patterns of Giving Back among the Mexican Origin Middle-Class in Los Angeles.”
Ethnicities. 9: 5-23.

Weekly Topics: The children of Latino immigrants are making gains and inroads into pink collar and white collar jobs. What are some of the constraints that they experience as they move up the occupational ladder? How is the process complicated by race, gender and class?

Week 6: Midterm

February 10, February 12

February 10-Midterm

February 12-TBA

Possible Film: The New Americans~The Flores Family

Week 7: The Second Generation and Child Labor

February 17, February 19

(2/17)

Estrada, Emir. 2012. "Changing Household Dynamics: Children's American Generational Resources in Street Vending Markets." *Childhood*, 20: 51-65.

(2/19)

Transcript and Interview Analysis Due

Writing for Social Scientists, Chapter 4 and 5

Weekly Topics: We take a closer look at the second generation in the labor market. What is the role of children in the family's economic survival and how does their work alter parent-child relations? What is the role of gender?

Week 8: Masculinity and Femininity in the Workplace

February 24, 26

(2/24)

Peer editing of classmate's draft

Flores, Glenda M. and Pierrette Hondagneu-Sotelo. 2014. "The Social Dynamics Channelling Latina College Graduates into the Teaching Profession." *Gender, Work and Organization*, 21: 491-515.

(2/26)

Hernan Ramirez. 2011. "Masculinity in the Workplace: The Case of Mexican Immigrant Gardeners." *Men and Masculinities*, 14: 97-116.

Garcia-Lopez, Gladys. 2008. "They Are Testing You All the Time": Negotiating Dual Femininities among Chicana Attorneys." *Feminist Review*, 34: 229-258.

Weekly Topics: As Latinos move into their jobs, they experience a series of obstacles in the workplace. This week we focus on Latino ethnic culture, masculinity and femininity. How do Latino masculinity and Latina femininities influence workplace dynamics for immigrant men and Latina lawyers, respectively.

Week 9: Racial Dynamics at Work

March 3, March 5

(3/3)

Writing for Social Scientists, Chapter 6 and 7

Lopez, Nancy. 2003. "After Graduation: Race and Gender in the Workplace," Pp. 141-162. In *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge.

(3/5)

Writing for Social Scientists, Chapter 8 and 9

Flores, Glenda Marisol. 2011. "Racialized Tokens: Latina Teachers Negotiating, Surviving and Thriving in a White Woman's Profession." *Qualitative Sociology*, 34: 313-335.

Weekly Topics: Latinas in the U.S. have achieved upward mobility at greater rates than Latino men. This week we take a closer look at Latinas and the concept of intersectionality. We also examine their race relations with white coworkers What are racialized tokens?

Week 10: Labor Control

March 10, March 12

Draft of Final Paper Due March. 10

*Stuesse, Angela. 2009. "Race, Migration, and Labor Control: Neoliberal Challenges to Organizing Mississippi's Poultry Workers." In *Latino Immigrants and the Transformation of the U.S. South*. M. Odem and E. Lacy, eds. Pp. 91-111. Athens, GA: University of Georgia Press.

March 12, 2013 Meeting with Professor/TA to discuss first draft

Weekly Topics: What are some of the viewpoints that employers use when selecting their labor pool. How do they show their taste for immigrant labor? How do white employers control their Latina domestics? How is Latino migration to the U.S. influencing race relations between Latinos, Blacks and Whites.

Revision of Final Paper Due: March 17, 2015 at 12:30 p.m.

Upload and submit a hardcopy

PLEASE FILL OUT THE COURSE EVALUATION FORM!!
HAVE A GREAT BREAK!