

**Carolyn Pinedo Turnovsky**

Associate Professor

Office: A-517 Padelford

Email: cpt4@uw.edu

Off Hrs: Fri 1:00-3:00pm & by appointment

**Winter 2020**

CHSTU 342

Mon / Wed 8:30-10:20am  
205 Low Engineering Bldg

### ***Working Latinas/os***

This course examines the relationship between race, gender, nation and culture in the workplace to examine: What are different formations of the Latinx worker? How is Latinx identity constructed in the workplace? What do work experiences look like? What ideologies explain Latinxs' work experiences and the particular sectors in which we find them – in the U.S. labor market and global economy? What does this tell us about prevailing ideas about race, gender and nation and their relationship to power, hierarchy and marginality? How can we discuss their relationship to capitalist development and politics? What examples show how workers talk about rights, coalition building and forming memberships, i.e. as citizen workers? Students will learn about key laws, policies, and programs that shape Latinxs' work experiences as well as how workers perceive their own value and labor.

**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.*

### **Majoring in American Ethnic Studies**

Many students take AES courses out of interest in the topics or to fulfill general education requirements, yet do not realize how close they are to a major or even a double major. A degree in American Ethnic Studies is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, arts and humanities and many other careers. For more information about the major, please contact: Lorna Hamill, Academic Counselor, lthamill@uw.edu (206) 221-0664 or visit <https://aes.washington.edu>

**Course Webpage:** All information is available on Canvas. It is your responsibility to consult Canvas 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 on Canvas. Readings may change when appropriate during the term. Supplementary readings are suggested, certainly encouraged, but are not required.

Participation: Class participation is important for your overall performance in this class and will be noted. These include contributions during Q&A, in-class writing and group activities. In every class, I will pose questions to assess your understanding of the readings. There are no make-ups for missing in-class work. Using laptops, iPads, tablets and the like during class should only assist in note-taking and review of readings. Please do not multi-task during class, which can distract you, your peers and me in class.

Work Journal: You will compose field notes examining a question that I pose in select weeks. This assignment prompts you to consider more carefully your own work experiences in the context of our readings. You should try to spend about 1-2 hours making your observations. You will carry out this assignment in one site to which you will identify and commit early on in the quarter. You will submit a revised entry to Canvas on due dates listed in the schedule. More instructions will be posted on Canvas.

Work Journal – class discussions: In select meetings and prior to when your entries are due, you will discuss with your peers and with me your observations, ideas, questions and the like. We will use your notes to build on lecture material and which can help you develop the content for your writing assignment, too. Credit is assigned for participating in discussion during class.

Exam: There is only one in-class exam in this class. The format is short answers (one paragraph), fill-ins, definitions and short essays on readings, lectures, films, etc. covered in class. More details will be outlined in the week prior to the exam.

Final Project 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 qualitative methods. The final project has three parts due on different dates at the end of the term:

Group Demographic Profile – one member of group uploads assignment to Canvas.

Group Biographical Sketch – one member of group uploads assignment to Canvas.

Individual Analytical Paper – every student uploads an assignment to Canvas.

You may elect to complete the assignment alone, but this means completing all three parts on your own. More details will be provided in under “Assignments” on our webpage.

Final Project – workshops: You will have an opportunity to work with your peers or alone on your project during an in-class workshop in select meetings. However, your group should begin your research early and work together outside of class. In addition to meeting in person, make good use of available resources to support communication, i.e. Face-time, Skype, shared Google Drives, etc. I encourage you to begin talking with each other and doing research early on. Please consult with me if you and your peers are having difficulty working out concrete ideas or working together.

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”. There may be additional opportunities for earning extra credit in the quarter. However, you may only earn extra credit once in this class.

### Grading

Class Participation (25%) - includes below, participation during lecture and additional class activities.

- |  |     |
|--|-----|
| 1. Participation                       | 10% |
| 2. Work Journal - in-class discussions | 5%  |
| 3. Final Project - in-class workshops  | 10% |

Exam (20%)

- |                  |     |
|------------------|-----|
| 4. In-class exam | 20% |
|------------------|-----|

Short Essays (15%)

- |                 |     |
|-----------------|-----|
| 5. Work Journal | 15% |
|-----------------|-----|

Final Project (40%)

- |                                |     |
|--------------------------------|-----|
| 6. Group Demographic Profile   | 15% |
| 7. Group Biographical Sketch   | 10% |
| 8. Individual Analytical Paper | 15% |

### Grading Scale

|   |        |         |  |    |       |         |  |    |       |         |
|---|--------|---------|--|----|-------|---------|--|----|-------|---------|
| A | 93-100 | 3.8-4.0 |  | A- | 90-92 | 3.5-3.7 |  | B+ | 88-89 | 3.2-3.4 |
| B | 82-87  | 2.9-3.1 |  | B- | 80-81 | 2.5-2.8 |  | C+ | 78-79 | 2.2-2.4 |
| C | 72-77  | 1.9-2.1 |  | C- | 70-71 | 1.5-1.8 |  | D+ | 68-69 | 1.2-1.4 |
| D | 62-68  | 0.9-1.1 |  | D- | 60-61 | .07-.08 |  | E  | 0.0   |         |

### Assignment Guidelines

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

**Extensions:** In general, there are no extensions or make-ups for exams and assignments, unless you speak with me during office hours or by phone. If you are requesting an extension or make-up for a required assignment, please provide a dated letter requesting the make-up for the specific assignment and which also notes the date(s) of the absence and missed or late submission. Please speak with your department/program advisor for extended periods of absence that could impact your performance in our class. Grades on late or make-up assignments may incur a decrease in point value. **Missing deadlines because you did not save 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 office of the Department of American Ethnic Studies, unless I request you to do so. **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.

### \*\* A Commitment to Our Class \*\*

We are fortunate to work with a diverse student body. I wish to do what I can to create an engaging, collaborative and civil environment for learning. As in 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. I take seriously our efforts in class to be mindful that there is more than one way to view the world, to be aware of our reactions and be thoughtful and respectful when we participate in an exchange of ideas. One immediate practice is being conscientious of language – how we write and talk about the issues relevant to our class. This 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. 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 and discriminatory statements about Latinxs, immigrants, Muslims, African Americans, women, poor and disabled, to name only some communities vulnerable to recent changes in law and policy. 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 can read **AES' mission statement** [here](#).

**Safety and Wellness:** There are many different kinds of support services on campus, such as the Counseling Center and Hall Health Mental Health Clinic. If you are concerned about yourself or a friend who is experiencing emotional distress and/or may be at-risk for suicide, you can call SafeCampus at [206-685-7233](tel:206-685-7233) (SAFE). They will provide a 24/7 risk assessment and help to connect to appropriate resources on campus. Please save the SafeCampus number in your cell phones.

**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 (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts). For information, please see <http://disability.uw.edu> call 206-543-8924 or email [uwdrs@uw.edu](mailto:uwdrs@uw.edu). Please meet with at your earliest convenience so we can discuss your needs in this course.

**Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

**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.

**The Office for Community Standards and Student Conduct** is an important resource on our campus. Here, you can learn more about academic misconduct, tips for preventing misconduct, the process for reporting who to contact and your rights as a student, too. See below for more details:

Community Standards and Student Conduct: <https://www.washington.edu/cssc/>

Student Rights: <https://www.washington.edu/cssc/for-students/student-rights/>

Student Governance and Policies <http://www.washington.edu/admin/rules/policies/SGP/SPCH209.html>

Student Conduct Process: <https://www.washington.edu/cssc/for-students/overview-of-the-student-conduct-process/>

**The Interdisciplinary Writing Studio** (113B Smith) offers tutoring sessions for students working on projects in AES, AIS, CHID GEOG, and GWSS. Tutors have experience writing and tutoring in these departments and can work with you on **all aspects of writing and research from brainstorming and planning, through writing and revising**. All kinds of projects are welcome, i.e. drafts, research strategies, disciplinary expectations, and finding your own voice in writing. Sign up for an appointment and for hours, visit the website: <https://geography.washington.edu/interdisciplinary-writing-studio>.

### Schedule of Meetings

#### Week 1: Course Overview

- 1.06 Mon: Course introduction and syllabus review.  
Tonya Riley, “She Injured Herself Working at Amazon. Then The Real Nightmare Began. How Amazon’s in-house health care can leave workers in the lurch.”
- 1.08 Wed: María Gutierrez Soldatenko, “Berta’s Story: Journey from Sweatshop to Showroom”  
Kerry A. Dolan, “What’s Fueling Latino Entrepreneurship and What’s Holding It Back.”  
Rohit Arora, Forbes Magazine, “The Stunning Success of Latino-Owned Businesses Spurs Entrepreneurship.”

#### Week 2: Defining Labor and Skill

- 1.13 Mon: **UW Delay of Classes**  
Karl Marx, “Alienated Labour.”  
Harry Braverman, “The Division of Labor.”  
Paul Krugman, “In Praise of Cheap Labor: Bad jobs at bad wages are better than no jobs at all.”
- 1.15 Wed: **Revised due to UW Delay of Classes**  
Nancy Green, “Fashion, Flexible Specialization, and Sweatshop: A Historical Problem.”  
Harry Braverman, “The Division of Labor.”  
Paul Krugman, “In Praise of Cheap Labor: Bad jobs at bad wages are better than no jobs at all.”  
~~Edme Dominguez Reyes and Cirila Quintero Ramirez, “The fight for improved labor standards: women labor organizing on the Northern Mexican border and El Salvador”~~
- 1.17 Friday: **Revised due to UW Delay of Classes**  
**Work Journal Entry #1- alienation, division of labor, flexible labor, accountability. Upload to Canvas by 11pm.**

Week 3: Making Workers, Labor Control and Violence**1.20 Mon: University Holiday**1.22 Wed: **Revised due to UW Delay of Classes**

Melissa Wright, “Dialectics of Still Life: Murder, Women and Maquiladoras.”

Iris Munguía, “Gender-based violence in the Central American agricultural industry”

Edme Dominguez Reyes and Cirila Quintero Ramirez, “The fight for improved labor standards: women labor organizing on the Northern Mexican border and El Salvador”

Supplementary: Leslie Salzinger, “From High Heels to Swathed Bodies: Gendered Meanings under Production in Mexico’s Export-Processing Industry”.**Work Journal Entry #2- flexible nation, sweatshop, disposability, value and waste, or docility.****Class discussion & upload to Canvas by 11pm.**Week 4: Temporary Workers and Legal Gaps.

1.27 Mon: Seth Holmes, "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm."

Erik Sherman, “Midwest Companies Look to Puerto Rico for Workers.”

David Bacon, “Why These Farm Workers Went on Strike –and Why it Matters.”

Supplementary: Rodolfo Padilla, “Migrant Worker Defeats Corporate Arbitration Clause by Using Employer’s Practices Against It.”

1.29 Wed: Terry Repak, “Labor Recruitment in the Nation’s Capital,” and “Manipulating New Immigration Laws.”

Supplementary: “Working Women and Men in Washington’s Labor Market.”**Work Journal Entry #3- structural vulnerability, suffering, labor control or temporary worker.****Class discussion & upload to Canvas by 11pm.**Week 5: Legal Liminality, Legal Consciousness and Rights

2.03 Mon: Hoffman Plastics Compounds, Inc. v. National Labor Relations Board, (2002).

Lilly Fowler, *Crosscut*, “Domestic workers: ‘We’re like the garbage they ask us to clean up.’”Kanyakrit Vongkiatkajorn, *Mother Jones*, “New Report Reveals Just How Difficult Life Can Be for Texas’ Latina Domestic Workers.”Supplementary: Rachel Horner, “An Explainer: What is Happening with Domestic Workers’ Rights.”**Final Project Workshop**2.05 Wed: **Exam**

Week 6: Informal Labor and Worker and Labor Power

2.10 Mon: Manuel Castells and Alejandro Portes, “World Underneath: The Origins, Dynamics, and Effects of the Informal Economy.”

Lorena Munoz, “From Street Child Care to Drive-Throughs: Latinas Reconfigure and Negotiate Street Vending Spaces in Los Angeles.”

Nina Roberts, “Undocumented Entrepreneurs: How They Started Businesses Without Papers.”

Supplementary: Jason Wiens, Chris Jackson and Emily Fetsch, “Immigrant Entrepreneurs: A Path to U.S. Economic Growth.”

2.12 Wed: Carolyn Pinedo-Turnovsky, “A la parada. The social practices of men on a street corner.”

Hannah Critch and Liz Donovan, *Documented*, “Contractor Charged With Manslaughter for the Death of Undocumented Construction Worker.”

M. Victoria Quiroz-Becerra, “Street Vendors Claiming Respect and Dignity in the Neoliberal City.”

Supplementary: Lisa Christensen Gee, Matthew Gardner and Meg Wiehe, “Undocumented Immigrants’ State & Local Tax Contributions.”

**Work Journal Entry #4- Legal gaps, informal labor, social networks, labor power, community or entrepreneurship.**

**Class discussion & upload to Canvas by 11pm.**

Week 7: Youth, Legal Liminality and Legal Consciousness

2.17 **Mon: University Holiday**

2.19 Wed: Emir Estrada and Pierrette Hondagneu-Sotelo, “Intersectional Dignities: Latino Immigrant Street Vendor Youth in Los Angeles.”

Margaret Wurth, “Tobacco’s Hidden Children.”

**Final Project Workshop**

Week 8: Social Structure, Identity and Mobility

2.24 Mon: Jody Agius Vallejo, “Latina Spaces: Middle-Class Ethnic Capital and Professional Associations in the Latino Community.”

Fortune Magazine, “The 50 Most Powerful Latinas in Business.”

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

2.26 Wed: Marina Garcia, “Accent Discrimination Towards Bilingual Employees in the Workplace” Denver Post, “Auraria janitors say lack of Spanish communication is discrimination.”

Denver Post, “EEOC finds discrimination against Auraria janitors with little English.”

NBC News, “Restaurant worker who says she was fired for speaking Spanish fights back.”

**Work Journal Entry #5- intersectional dignities, entrepreneurship, discrimination, or representation.**

**Class discussion & upload to Canvas by 11pm.**

Week 9: Youth, Legal Liminality and Mobility

- 3.02 Mon: Leisy Abrego, “I can’t go to college because I don’t have papers.”  
Melba Newsome, “The odds are stacked against black, Latino students going to grad school. Here are some solutions.”  
*The Atlantic*, “DACA Med Students Face Uncertain Futures.”  
Supplementary: “AFL-CIO Impact of Guest Worker Visas on Hispanic STEM Workers.”
- 3.04 Wed: James D. Reschovsky and Ann S. O’Malley, “Do Primary Care Physicians Treating Minority Patients Report Problems Delivering High-Quality Care?”  
Amanda Machado, “Why Many Latinos Dread Going to the Doctor.”  
**Final Project Workshop**

Week 10: Labor Power, Rights and Organizing

- 3.09 Mon: Rodolfo Rosales, “Trans-border worker citizens: Hemispheric labor and the many faces of citizenship.”  
Michelle Tellez, “Transfronteriza: Gender Rights at the Border and La Colectiva Feminista Binacional.”  
Jared Michael Lowe, “Kids of Immigrants Designers Talk Xenophobia, Fashion and Giving Back.”  
Supplementary: Ruben Vives and Adrea Castillo, Trump’s policies, as well as anti-immigrant violence, disturbed these Latinos. Now they’re taking action.”

**Course Evaluations**

- 3.11 Wed: Concluding remarks  
**Final Project Workshop**
- 3.13 Fri: **Group Demographic Profile & Biographical Sketch**  
**One group member submits both parts on behalf of group to Canvas by 11pm.**
- Extra Credit Assignment due– upload to Canvas by 11pm.**

Week 11: Framing new narratives, [Re]Presentation and Community

- 3.17 Tues: **Analytical Essay**  
**Every student submits a paper to Canvas by 11pm.**

**General Note about Academic Writing and Responsibilities in this Course**

Please be attentive to your writing style in all submissions of academic works. Revise and edit to correct errors in grammar and spelling as well as to improve the clarity of your ideas. This means:

- be clear and specific in your writing;
- include examples to illustrate your points;
- avoid summarizing too much;
- minimize the repetition of points;
- avoid using long quotations in place of your own explanations – you may use short quotes and paraphrase;
- provide relevant citations and source information.



You may use any of the following style guides. Be sure to be consistent in using one style guide throughout an assignment:

- [MLA Style Guide \(Links to an external site.\)](#)
- [ASA Style Guide \(Links to an external site.\)](#)
- [APA Style Guide \(Links to an external site.\)](#)
- [Chicago Manual Style Guide \(Links to an external site.\)](#)
- [UW Libraries Citation Styles & Tools: Home \(Links to an external site.\)](#)