

LALS 40: Latinos, Work & Organizing

Professor Shannon Gleeson, sgleeson@ucsc.edu
 Summer 2014, Tues/Thurs 9:00am-12:30pm
 Social Sciences 2, Room 71

TA: Michael Wilson, miswilso@ucsc.edu
 Sections held: Social Sciences 2, Room 171
 Tuesdays 12:30-1:30pm & 2:00-3:00pm
 ***Optional and HIGHLY recommended

Course Description

In this class, you will learn about the challenges facing Latino workers in the U.S., and their role in different forms of organized labor (including, but not limited to traditional unions.) We will start by gaining a foundation in the major historical events which set a precedent for Latino labor organizing (in particular Mexicans), as well as an overview of the state and federal laws governing workplace protections and labor organizing. We will particularly highlight the challenges organizing contingent and temporary workers. Though much of the class will draw on the work experiences of foreign-born Latinos in the United States, we will also make comparisons to other native-born and immigrant communities. The class will focus on a variety of low-wage industries in the 21st century, including agriculture, construction, and service industries, and we will end by discussing the role of transnational labor organizing throughout the Americas.

Learning Objectives

- Identify and apply theories of social stratification and globalization to understand the challenges facing low-wage and immigrant workers in the United States
- Examine the historical and political factors that have shaped the flow and experience of migrant workers
- Assess the constraints and opportunities for individual and collective worker organizing, including instances of transnational advocacy

Required Texts

Available at Bay Tree (***)denotes books that are available for free as an e-Book via CruzCat)

- ***Fantasia, Rick, and Kim Voss. 2004. *Hard Work: Remaking the American Labor Movement*. Berkeley: University of California Press. ISBN-10: 0520240901
- ***Garcia, Ruth. J. (2011). *Marginal Workers: How Legal Fault Lines Divide Workers and Leave Them Without Protection*. New York: NYU Press. ISBN-10: 0814732216
- Sarathy, Brinda. 2012. *Pineros: Latino Labour and the Changing Face of Forestry in the Pacific Northwest*. Vancouver, Toronto: UBC Press. ISBN-10: 0774821140
- Gomberg-Muñoz, Ruth. 2011. *Labor and Legality: An Ethnography of a Mexican Immigrant Network*. Oxford University Press.
- ***Milkman, Ruth, Josh Bloom, and Victor Narro. 2010. *Working for Justice: The LA Model of Organizing and Advocacy*. Ithaca: Cornell University Press. ISBN-10: 0801475805

Grading System

F	0 – 59	Failure to produce even below average work
D	60 – 69	Below average; Does not follow assignment instructions
C	70 – 76	Limited analysis, seriously lacking major points
C+	77 – 79	
B-	80 – 83	
B	84 – 86	
B+	87 – 89	Above average analysis but missing some key points
A-	90 – 92	Excellent analysis demonstrating outstanding grounding in all course material
A	93 – 96	
A+	97 – 100	

**Refer to grading rubrics on eCommons for additional details for each assignment*

Assignments

- 20% Five (5) Weekly Reading Responses, Facilitation and Class Participation (4% each)
 - 6/25, 7/2, 7/9, 7/16, 7/23
- 25 % Midterm Exam – In Class 7/3
- 5% Research Question & Bibliography – Due 7/6
- 25% Final Exam – In Class 7/24
- 25 % Final Analytical Paper – Due 7/27

Class Participation and Student Reading Facilitation

Each week you are required to submit a **1000** word reading response on the week's readings (500 words dedicated to each day's readings), which reflects on the article/chapter themes, and raises important questions for discussion. **FIVE (5)** reading responses total will be due (worth 4% each). You will be graded on quality of writing and level of thought. These must be uploaded to eCommons by midnight each Wednesday evening (6/25, 7/2, 7/9, 7/16, 7/23).

No late submissions will be accepted. No exceptions

Final Paper : Survey of Low-wage Workers of Santa Cruz County

All students in this course will participate in an on-going research project being organized by the UCSC Center for Labor Studies, the UCSC Chicano Latino Research Center, and California Rural Legal Assistance, Inc. (which is a non-profit law firm that represents low income persons). The project is a survey of 1000 low-wage workers in Santa Cruz County, with the goals of collecting base-line data on working conditions in the low-wage sectors in Santa Cruz County and conducting outreach to low-wage workers about available services and worker rights.

Learn more here:

<http://ugr.ue.ucsc.edu/URAP>

<http://clrc.ucsc.edu/news-events/archives/news-article-urap-reception-may-day-2014.html>

Each student will participate by working in teams of **2** to complete:

- 10 surveys
- 2 follow-up interviews

The goal for the entire quarter is to – as a class -- collect 100 surveys and 20 follow-up interviews.

The course will be organized to address different aspects of low-wage work and immigration, topics relevant to the individuals you will be learning from in the field. Our readings and my lectures will provide the theoretical and empirical context, as well as methodological training for studying low-wage work from a social science perspective.

For this portion of your grade, you will be assessed on the *quantity* and *quality* of your participation in the research project as well on a final analytical paper, in which you will connect course reading and classroom material with your experiences in the field. This final analytical paper will be **15** pages total, and comprised of 3 main components (5 pages each):

I. Literature Review

In this section, you will craft a specific research question to critically evaluate one or more key themes of the survey project and course readings. You must draw on at least **8** academic sources OUTSIDE of our required readings, though I encourage you to make use of the bibliographies in these books to begin your search

II. Methodological Reflection

In this section, you will reflect on your experience surveying and interviewing low-wage workers. This includes reflections about the preparation to conduct the survey, feeling before participation, actually conducting the survey, about finding and approaching respondents, about the time and other commitments required to complete the surveys, etc.

III. Theoretical Analysis of Findings

In this section, you will discuss how your findings from this research experience addressed your key research question and the theoretical implications from the literature you reviewed. You may focus on patterns you documented in various areas of the survey: (demographic info in Part I, info on the types of jobs worked in Part III, wage and overtime info in Part IV, work-related and/or non-work-related health info in Parts V and VI, pay info in Part VII, info on terminations in Part VIII, info on retaliations in Part IX, and/or harassment issues in Part X). You could then address any number of issues from the readings such as:

- The presence or absence of union representation, and the implications of “at-will” work relationships, as discussed in *Hard Work*
- The challenges facing the full implementation of the workplace protections described in *Marginal Workers*
- The extent to which temporary or contingent work is used, or the level of “precarity” faced by workers surveyed, as discussed in *Pineros*
- Comparing the experience of those surveyed with the findings and experiences of restaurant workers from *Labor & Legality*
- Possibilities for and experiences with collective responses to the problems faced by low-wage workers as discussed in Milkman, Bloom and Narro in *Working for Justice*

Further details of the research assignment will be discussed in class.

Course Policies

- Class attendance is a required aspect of this course. If you miss more than 1 class meeting (10% of the course), your grade will be reduced. Per the UCSC policy, any student absent from the 1st day of class will be dropped. NOTE: students must drop themselves in their portal. Summer session will not drop students for non-payment. Instructors do not drop students for non-attendance.
- You are each expected to come to class having done the readings beforehand. If for some reason you are not able to access/afford these readings please come see me and I will help find you a solution.
- You should come prepared to class with the readings in hand *every day* (electronic or hard copy). You will need to refer to them often during lecture and group activities. I do not post reading notes or power point slides.
- This class will operate in a PAPERLESS environment. You will be *required* to upload an electronic copy of each assignment to eCommons. **This must be in .doc or .docx format.** No .pages, .odt, or .pdf. The timestamp of your upload will serve as proof that you submitted the assignment on time, and hard copies will not be accepted as substitutes. Late assignments will not be accepted. See: <https://ecommons.ucsc.edu/portal>
- I will rely on email communication, so it is your responsibility to check your UCSC email account regularly for updates.
- I am happy to discuss your grade with you. However, if I am asked to re-evaluate an assignment or exam, reassessment may result in either an increase, or decrease, in the grade.
- We will do course evaluations at the end of the course, but you should feel to come talk to me at any time about any concerns you may have. If you prefer to voice a concern anonymously, you can leave a note in my box in Merrill Faculty Services.
- You will be asked to do a substantial amount of reading and writing in this course. Written work should be typed, **double spaced, have 1" (one-inch) margins, and use Times New Roman font, size 12-point.** Please number your pages.
- It is imperative that you become familiar with proper citation guidelines. Plagiarism, cheating on exams and any other forms of academic dishonesty will not be tolerated, and all instances will result in a failing grade for the course, without exception. See the UCSC policy at: http://undergraduate.ucsc.edu/acd_integrity/
- Disability accommodations are to be made in accordance with the Disability Resource Center policy (<http://drc.ucsc.edu>). Unless you have a DRC accommodation setup *beforehand*, exams must be taken at the stated time and place. No exceptions.

...and please turn off your phone, don't text in class, browse the web, etc etc!

Class Schedule

Note: more details on Summer Session key dates may be found here:

<http://summer.ucsc.edu/calendar/calendar-spreadsheet.html>

Week 1: Fantasia & Voss

6/24

Ch1- Why Labor Matters: The Underside of the “American Model” (1-33)

Ch2- An Exceptionally Hostile Terrain (34-77)

6/26

Ch3- Bureaucrats, “Strongmen”, Militants and Intellectuals (78-119)

Ch4- Practices and Possibilities of a Social Movement Unionism (120-159)

Ch5- Two Futures (160-176)

Week 2: Garcia

7/1

1. Introduction: Who Are the Marginal Workers? (1-13)

2. Framing Workers’ Rights: The Legal and Theoretical Underpinnings for the Protection of Marginal Workers (14-35)

3. New Voices at Work: Unionized Workers at the Intersection of Race and Gender (36-63)

7/3

4. Across the Borders: How Antidiscrimination Law Fails Noncitizens and Other Marginal Workers (64-85)

5. Labor as Property: Guestworkers at the Margins of Domestic Legal Systems (86-112)

MIDTERM EXAM

7/6

RESEARCH QUESTION & BIBLIOGRAPHY (due by 11:59pm)

Week 3: Gomberg-Munoz

7/8

Interview Outline (141-144)

Preface (ix-xiii)

Introduction (1-4)

Ch1: Meet the Lions (5-21)

Ch2: Why is There Undocumented Migration? (22-40)

Ch3: Jumping and Adjusting to Life Under the Radar (41-62)

7/10

Ch4: Múy Unidos: Friends, Networks, and households (63-79)

Ch5: Echándole Ganas: Working Hard (80-101)

Ch6: Los Número Uno: Identity, Dignity, and Esteem (102-123)

Ch7: Illegals and Criminals: Racism, Nationalism, and the Criminalization of Low-Wage Labor (124-136)

Epilogue (137-140)

Week 4: Sarathy

7/15

- 1: Invisible Workers (1-14)
- 2: Cutting and Planting (15-45)
- 3: From Pears to Pines (46-75)

7/17

- 4: The Marginality of Forest Workers (76-101)
 - 5: A Tale of Two Valleys (102-127)
 - 6: Conclusions (128-137)
- Appendix: Researching Pineros (136-142)

Week 5: Milkman et al.

7/22

(readings will be distributed amongst student facilitators)

- 0: Introduction (Milkman, 1-22)

Worker Centers, Ethnic Communities, and Immigrant Rights Advocacy

- 1: The Koreatown Immigrant Workers Alliance: Spatializing Justice in an Ethnic Enclave (Kwon, 23-48)
- 2: Organizing Workers along Ethnic Lines: The Pilipino Workers' Center (Ghandnoosh, 49-70)
- 3: Alliance-Building and Organizing for Immigrant Rights: The Case of the Coalition for Humane Immigrant Rights of Los Angeles (Patler, 71-99)
- 4: Building Power for 'Noncitizen Citizenship': A Case Study of the Multi-Ethnic Immigrant Workers Organizing Network (Osuji, 89-108)

Occupational and Industry-Focused Organizing Campaigns

- 5: The Los Angeles Taxi Workers Alliance (Leavitt and Blasi, 109-124)
- 6: From Legal Advocacy to Organizing: Progressive Lawyering and the Los Angeles Car Wash Campaign (Garea and Stern, 125-140)
- 7: NDLOM and the History of Day Labor Organizing in Los Angeles (Dziembowska, 141-153)
- 8: The Garment Worker Center and the "Forever 21" Campaign (Archer et al, 154-166)

Unions and Low-Wage Organizing

- 9: Ally to Win: Black Community Leaders and SEIU's L.A. Security Unionization Campaign (Bloom, 167-190)
- 10: From the Shop to the Streets: UNITE HERE Organizing in Los Angeles Hotels (Stuart, 191-210)
- 11: The Janitorial Industry and the Maintenance Cooperation Trust Fund (Muñiz, 211-232)

7/24

FINAL EXAM

7/27

FINAL RESEARCH PAPER (due by 11:59pm)