

ANT 4472: WORK AND MIGRATION IN THE AMERICAS

SPRING 2015 | MON & WED 11:00-12:15 | CPR 352 | USF

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Office Hours: Wed 1:00-2:30
and by appointment



WELCOME!

In recent decades globalization has dramatically transformed working people's life and employment prospects throughout the world. This course examines experiences of low-wage work and migration in order to better understand the consequences of advanced capitalism in Latin America and the United States. With a focus on the intersections of class, race, gender, and citizenship, we will explore how neoliberal globalization has molded the terrains of power, oppression, and resistance in key immigrant-rich industries. The first half of the course will introduce key analytical concepts for understanding work and migration in the Americas. Students will be expected to apply these tools of analysis to explore specific immigrant-rich industries in the second half of the course. We will end the semester with a look at some of the new directions of worker organizing today.

LEARNING OBJECTIVES

Students will emerge from the course with:

- An understanding of the causes and effects of neoliberal globalization, especially with regards to immigrants and working people in the United States.
- An appreciation for how power and oppression operate through citizenship, race, class, and gender to shape people's life prospects.
- The critical analytical skills necessary to apply these tools when viewing their own lives and the world around them.
- A depth of knowledge about several low-wage, immigrant rich industries.
- Sharpened critical and synthetic thinking, reading, writing, research, discussion, and presentation skills.

COURSE STRUCTURE

This course is designed to encourage discussion. Let's work together to create a safe and participatory classroom environment in which we exchange ideas and also listen to and respect different perspectives. For this format to work we all must make a commitment to come to class prepared—with questions, reactions, and ideas to contribute.

COURSE MATERIALS

There are no textbooks for this class. All books on the syllabus can be found at discounted prices at Amazon.com or at other retailers. They are also on 3-day reserve at the USF Library:

Hondagneu-Sotelo, P. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press.

Jayaraman, Saru. 2013. *Behind the Kitchen Door*. Ithaca: Cornell University Press.

All other readings are available on Canvas. You are expected to download them, make notes as you read, and bring the relevant readings and notes to every class in hardcopy or tablet form.

COURSE REQUIREMENTS & GRADING

Below is the point system I will use for evaluating students' performance:

| | |
|-------------------------------------|-----|
| 1. Participation | 15 |
| 2. Reading Responses | 20 |
| 3. Midterm Exam | 20 |
| 4. Group Presentation | 15 |
| 5. Peer Evaluation of Group Process | 05 |
| 6. Paper | 15 |
| 7. Outlines | 10 |
| <hr/> | |
| TOTAL POINTS | 100 |

1. Participation

15 points

To do well in this class you must come to class regularly and participate in class discussion. If you're someone who rarely comes to class, there is no way you can get an A or a B in this course. I expect you to be active in discussion, to help shape the course with your own interests, and to be proactive learners. You should bring assigned readings to class, be prepared to discuss key points from the texts as well as your own evaluation of each, and respond to other students' comments in discussion. Participation will be monitored, and regular, engaged and informed participation will figure into my assessment of your performance in the course.

2. Reading Responses

20 points

Reading is integral to this course. Every student will be expected to read the assigned material and be prepared to use it as a basis for contributing to the class discussion. To help you keep up with the reading, you must submit a total of ten weekly reading responses between weeks 2 and 14 of the semester. There are thirteen reading response opportunities during this time, and you may choose any three weeks to "skip" turning it in. If you choose not to skip these weeks and submit more than ten reading responses, your top ten scores will be used and the remaining scores will be dropped. At approximately 3 double-spaced pages each, your reading responses should summarize and reflect on the key points in the week's assigned readings. These assignments are designed to help you get more out of the readings and prepare for class discussion. They are due on Canvas by 10:00am each Monday and are worth a maximum of 2 points each. In order to receive a full 2 points, you must demonstrate a) that you have read all the assigned readings and b) that you are thinking about them. You are encouraged to note any questions you have at the conclusion of your reading response. Any reading response submitted between 10:00am on Monday and 10:00am on Wednesday will receive a maximum of 1 point. Reading responses submitted after 10:00am on Wednesday will receive a 0. *(Just to clarify: Reading responses are to be prepared before the readings are discussed. For example, the reading response for the readings in week 2 is due on Monday, January 12—the first day we discuss that week's readings.)*

3. Midterm Exam

20 points

The midterm will be designed as a series of essays to test your grasp of the key terms, concepts and themes from the first half of the course. It will be take home, and you will submit it via Canvas. You will have one week to complete the exam (February 23-March 1), and it will be due via Canvas by 11:59pm on March 1.

4. Group Presentation

15 points

Students will form small groups to research issues related to work and migration in a particular immigrant-rich industry. Each group will present their findings to the class in a 15-20 minute presentation during week 15 of the semester (April 20-22). This (collective) grade will be assigned based on my evaluation of the group presentation.

5. Peer Evaluation of Group Process

5 points

Students will be required to submit an evaluation of their group process. Evaluations will be due on the last day of class (April 22), and failure to submit a complete evaluation by the due date will result in a zero on this assignment. While the research will be carried out as part of a group, this (individual) grade will be assigned based on your group members' evaluations of your involvement and participation in the project.

6. Paper

15 points

Students will write a 10-12 page (double-spaced) final paper based on the research they conduct in groups on issues related to work and migration in a particular industry. Papers will be due via Canvas by 11:59pm on Friday, April 24. Papers turned in late will lose one letter grade (1.5 points) for each day or portion thereof beyond the due date. This is an individual grade based on my evaluation of your paper.

7. Outlines

10 points

Your individual and group industry research is worth nearly half your grade in this course, and I expect you to take the project seriously and work throughout the semester to produce quality presentations and papers. In order to help you in this project, groups will be required to meet with me early on in the semester to discuss their planned research and division of labor, and students will be required to submit individual and group outlines of their papers and presentations mid-way through the semester (March 18). Outlines turned in late will lose one letter grade (1.5 points) for each day or portion thereof beyond the due date. Unsatisfactory outlines must be revised and resubmitted before a grade is assigned.

Extra Credit

There will be extra credit opportunities over the course of the semester. Students can receive one extra credit point by attending a talk or other local event related to immigration or labor and writing a 1 page single-spaced response/reflection paper, for a maximum of three extra credit points total. Papers must be submitted via Canvas within one week of your attendance at the talk/event. I will keep a list of approved talks and events on Canvas and will update this over the course of the semester as I learn of new opportunities. If you learn about a talk or event that seems relevant, please let me know. All extra credit opportunities must be pre-approved by the instructor and shared with the class.

Letter Grade Assignment

Final letter grades will be assigned according to the following scale, and decimals of .50 or greater will be rounded up.

| | | | | | | | | | |
|-------|----|-------|----|-------|----|-------|----|-----|---|
| > 98 | A+ | 88-90 | B+ | 78-80 | C+ | 68-70 | D+ | <60 | F |
| 93-98 | A | 83-88 | B | 73-78 | C | 63-68 | D | | |
| 90-93 | A- | 80-83 | B- | 70-73 | C- | 60-63 | D- | | |

Students will be able to track their academic progress using Canvas. Please note that S/U contracts must be signed no later than one week after the last day to add classes. An A, B, or C is considered an "S" grade, while a D or F is considered a "U" grade. Anthropology majors may not take the course on an S/U basis.

POLICIES

This syllabus is a preliminary outline for the course and is subject to revision. The current version can always be found on Canvas.

Communication

I will use Canvas (accessible online through my.usf.edu) to organize course materials and communicate with students in this class. You are responsible for learning to use Canvas and

monitoring it for updates. Be sure to use Mozilla Firefox or Google Chrome browser when using Canvas (do not use Safari or Internet Explorer). If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas [videos](#) or [help guides](#). You may also contact USF's IT department at 813.974.1222 or help@usf.edu.

Make sure you have a current email address registered with the university to ensure you receive messages, announcements, etc. You will not be excused for missing an assignment or announcement because you did not check your USF email.

If you need to contact the Instructor outside of class, you may visit me during office hours or send an email. Emails should always be professional and courteous. If you do not know how to write a professional academic email, please review [wikihow.com/Email-a-Professor](http://www.wikihow.com/Email-a-Professor). I check email daily and will do my best to respond to messages within 24 hours. In the event of an emergency, you should contact the Dean for Students.

Class Notes

Students are encouraged to share notes and study with one another. Students who miss class should feel free to ask classmates for copies of their notes. The instructor does not provide copies of notes or Power Point slides used in class.

Technology in the Classroom

Per university policy and classroom etiquette, mobile phones and other technology must be silenced during all class meetings. Internet browsers may not be open, and using email, instant messaging systems, Facebook, Twitter, texting, etc., is not permitted at any time. Students violating these rules will be asked to no longer bring their technology into the classroom, and may be asked to leave so as to not disrupt the learning environment.

If you choose to do your reading for this course on a screen instead of in hardcopy, you may bring a tablet with readings on it to class. I prefer you bring readings in hardcopy if possible.

I discourage the use of laptops in the classroom because doing so can distract you, distract me, disturb others, and inhibit participation. If you cannot adapt to a different note-taking strategy and need your laptop, please seek approval by meeting with me during office hours.

Audio or video recording class meetings is not permitted unless approved in writing by the instructor.

Formatting of Written Work

All papers should be typed double-spaced in 12 point Times New Roman font with one-inch margins. All pages should be numbered and have the name of the assignment and the student's name in the upper right header.

References and Citations

You must use the American Anthropological Association style for bibliographies/ references/ works cited (see www.aaanet.org/publications/style_guide.pdf), and all references must be complete. Please see the Anthropology Department's citation and reference guidelines on Canvas, or review aaanet.org/publications/style_guide.pdf for more details. All papers must be proofread in their entirety prior to submission.

Writing Studio

The USF Writing Studio is a free resource for USF students. A trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at lib.usf.edu/writing, stop by LIB-125, or call 813.974.8293.

Plagiarism

I take academic integrity seriously and will not tolerate plagiarism. All written work is expected to be your own and all sources of data or information must be appropriately cited and recognized. USF has an account with Turnitin.com, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) require that assignments be submitted electronically and 2) electronically submit assignments to Turnitin.com through Canvas. For consequences of plagiarism, see Academic Integrity, below.

Academic Integrity

It is your responsibility to read and understand the university's policy on academic integrity, available online at: ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf. The instructor's determination that a violation of the university's academic integrity policies has occurred on any assignment will result in a record of the infraction being placed in your file and receiving a zero on the work in question at a minimum. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from USF.

"Incomplete" Grades

An incomplete grade (I) will only be given under very rare circumstances, in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. To qualify for an incomplete, the student must have completed all but a very small portion of the course, and must have earned a passing grade up to that point. If the student qualifies for an incomplete grade, the student and instructor will sign a contract ensuring the missing work is completed. Failure to complete any assignment will not be sufficient justification for an incomplete grade in the course.

Disability Access

Any student with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services, a requirement for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks' notice. All course documents are available in alternate format if requested in the student's Memorandum of Accommodations. Please see the Students with Disabilities Services website for more information: sds.usf.edu.

Observance of Religious Holidays

In accordance with the University policy on observance of religious holidays, "no student shall be compelled to attend class or sit for an examination at a date or time prohibited by his or her religious beliefs." If a religious holiday coincides with an exam for this class, please let the instructor know in writing, no later than the second week of class, to arrange for an alternate exam date.

COURSE SCHEDULE

NOTE: All readings must be completed prior to the first class for the week in which they are listed in the syllabus, with the exception of week 1, for which the reading must be completed before the second class.

WEEK 1: INTRODUCTIONS

January 5 / January 7

Marquardt, M., et al. 2011. "Introduction" and "Chapter 1: Why Migrate? Making Sense of Unauthorized Migration" in *Living "Illegal": The Human Face of Unauthorized Immigration*, pp. 1-56. New York: The New Press.

WEEK 2: NEOLIBERAL GLOBALIZATION

January 12 / January 14

Kearney, M. 1995. The Local and the Global: The Anthropology of Globalization and Transnationalism. *Annual Review of Anthropology* 24:547-565.
Harvey, D. 2005. "Introduction" and "Chapter 1: Freedom's Just Another Word..." in *A Brief History of Neoliberalism*, pp. 1-38. Oxford: Oxford University Press.
Clawson, D. 2003. "Chapter 5: Neoliberal Globalization," in *The Next Upsurge: Labor and the New Social Movements*, pp. 131-163. Ithaca: Cornell University Press.*

***NOTE: Clawson—ONLY READ pages 131-144. We will read the second half of the Clawson chapter in week 14.**

WEEK 3: NAFTA AND FREE TRADE

January 19 / January 21

Pesca, M. 2003. "Reconsidering NAFTA on its 10-Year Anniversary," Broadcast on December 8 on *Day to Day*, National Public Radio.
Faux, J. 2008. "A North America that Works for All its People," in *The Right to Stay Home: Alternatives to Mass Displacement and Forced Migration in North America*, pp. 9-17. San Francisco: Global Exchange.
Bacon, D. 2012. How US Policies Fueled Mexico's Great Migration. *The Nation*, January 4. www.thenation.com/article/165438/how-us-policies-fueled-mexicos-great-migration#.
O'Boyle, M. 2008. "Mexican Farmers Urge Changes to NAFTA," Broadcast on February 1 on *Day to Day*, National Public Radio.
Griswold, D. 2002. "NAFTA at 10: An Economic and Foreign Policy Success," in *Free Trade Bulletin* no. 1. CATO Institute Center for Trade Policy Studies.

Optional Film: Uprooted: Refugees of the Global Economy

WEEK 4: IMMIGRATION POLICY AS LABOR CONTROL

January 26 / January 28

- Sen, R., and w. F. Mamdouh. 2008. "Chapter 3: Crimmigration" in *The Accidental American: Immigration and Citizenship in the Age of Globalization*, pp. 49-67. San Francisco: Berrett-Koehler Publishers.
- Cornelius, W. 2001. Death at the Border: Efficacy and Unintended Consequences of US Immigration Control Policy. *Population and Development Review* 27:661-685.
- Smith, R. and E.H. Cho. 2013. *Workers' Rights on ICE: How Immigration Reform Can Stop Retaliation and Advance Labor Rights*. The National Employment Law Project. <http://www.nelp.org/page/-/Justice/2013/Workers-Rights-on-ICE-Retaliation-Report.pdf?nocdn=1>.

Film: TBA

WEEK 5: PRODUCTION VS. REPRODUCTION

February 2 / February 4

- Chavez, L. R. 1997. "Immigration Reform and Nativism: The Nationalist Response to the Transnationalist Challenge," in *Immigrants Out!: The New Nativism and the Anti-Immigrant Impulse in the United States*. Edited by J. F. Perea, pp. 61-77. New York: New York University Press.
- Chang, G. 2000. "Introduction," in *Disposable Domestic: Immigrant Women Workers in the Global Economy*, pp. 1-20. Cambridge: South End Press.
- Stuesse, A. and M. Coleman. 2014. Automobility, Immobility, Altermobility: Surviving and Resisting the Intensification of Immigrant Policing. *City & Society* 26(1):105-126.
- Lewin, T. 2010. Mexican Guest Workers, Laid Off, Want BP's Help. *The New York Times*. August 5. www.nytimes.com/2010/08/06/us/06guest.html?_r=2&ref=todayspaper.

WEEK 6: CRITICAL RACE THEORY

February 9 / February 11

- Wilson, W.J. 2009. "Toward a Framework for Understanding Forces that Contribute to or Reinforce Racial Inequality." *Race and Social Problems* 1(1):3-11.
- Lipsitz, G. 1998. "Bill Moore's Body" in *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*, pp. vii-viii. Philadelphia: Temple University Press.
- Lipsitz, G. 1995. The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies. *American Quarterly* 47:369-387.
- Gomberg-Muñoz, R. 2012. Inequality in a "Postracial" Era. *Du Bois Review: Social Science Research on Race* 9(02):339-353.

WEEK 7: INTERGROUP CONFLICT AND ALLIANCES

February 16 / February 18

Research groups meet with instructor this week

- McClain, P., et al. 2006. "Racial Distancing in a Southern City: Latino Immigrants' Views of Black Americans." *The Journal of Politics*. 68(3):571-584.

Gordon, J., and R. A. Lenhardt. 2007. *Conflict and Solidarity between African American and Latino Immigrant Workers*. The Chief Justice Earl Warren Institute on Race, Ethnicity, and Diversity. University of California, Berkeley Law School.

WEEK 8: GENDER, FEMINISM, AND INTERSECTIONALITY

February 23 / February 25

Midterm exam due via Canvas by 11:59pm on March 1

Bravo, E. 2007. "Chapter 2: Why Social Workers Earn Less than Accountants: Pay Equity," in *Taking on the Big Boys: Or Why Feminism is Good for Families, Business, and the Nation*, pp. 20-45. New York: First Feminist Press.

DeVault, M. L. 1996. Talking Back to Sociology: Distinctive Contributions of Feminist Methodology. *Annual Review of Sociology* 22:29-50.

Collins, P. H. 2000. "Chapter 10: U.S. Black Feminism in Transnational Context," in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, pp. 227-249. New York: Routledge.

SPRING BREAK – NO CLASS

March 2 / March 4

WEEK 9: POULTRY AND MEATPACKING

March 9 / March 11

Gray, L. 2014. "I Learned This: You Ain't Nobody!" in *We Just Keep Running the Line: Black Southern Women and the Poultry Processing Industry*, pp. 76-89. Baton Rouge: Louisiana State University Press.

Striffler, S. 2005. "V: Getting Here" and VI: Inside a Poultry Plant" in *Chicken: The Dangerous Transformation of America's Favorite Food*, pp. 93-134. New Haven: Yale University Press.

Schlosser, E. 2001. "Cogs in the Great Machine" and "The Most Dangerous Job" in *Fast Food Nation: The Dark Side of the All-American Meal*, pp. 148-190. New York: Houghton Mifflin.

Film: Morristown: In the Air and Sun

WEEK 10: FARMWORK

March 16 / March 18

Outlines due via Canvas by 11:59pm on March 18

Estabrook, Barry. 2011. *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*, ch. 4-5. Kansas City, MO: Andrews McMeel Publishing.

Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, pp. 45-87. Berkeley: University of California Press.

Guest Speakers: Coalition of Immokalee Workers

WEEK 11: DOMESTIC WORK

March 23 / March 25

Hondagneu-Sotelo, P. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press.*

***NOTE: You are encouraged to read the entire book, but you may skip chapters 5 and 6 if you choose.**

WEEK 12: CONSTRUCTION

March 30 / April 1

Workers Defense Project. 2009. *Building Austin, Building Injustice: Working Conditions in Austin's Construction Industry*. In collaboration with the Division of Diversity and Community Engagement at the University of Texas at Austin.

Guest Speaker: Doug McCulloh, author of Dream Street

WEEK 13: RESTAURANTS

April 6 / April 8

Jayaraman, Saru. 2013. *Behind the Kitchen Door*. Ithaca: Cornell University Press.

***NOTE: You are encouraged to read the entire book, but you may skip chapter 2 if you choose.**

Guest Speaker: Restaurant Opportunities Centers United (ROC-United)

WEEK 14: WORKER CENTERS & ALTERNATIVES TO NEOLIBERAL GLOBALIZATION

April 13 / April 15

Fine, J. 2006. "Introduction", "Chapter 1: Origins and Characteristics of Worker Centers", and "Chapter 11: A Holistic Assessment of the Worker Center Phenomenon," in *Worker Centers: Organizing Communities at the Edge of the Dream*, pp. 1-6, 7-26, 244-267. Ithaca: Cornell University Press.

Clawson, D. 2003. "Chapter 5: Neoliberal Globalization," in *The Next Upsurge: Labor and the New Social Movements*, pp. 131-163. Ithaca: Cornell University Press.*

World Social Forum. 2009. "Frequently Asked Questions" and "World Social Forum Charter of Principles."

***NOTE: Clawson—ONLY READ pages 144-163. We are finishing the second half of the chapter we began in week 2.**

WEEK 15: GROUP PRESENTATIONS

April 20 / April 22

Peer evaluations of group process due in class on April 22

Papers due by 11:59pm on April 24

ENJOY YOUR SUMMER!