



**KELLEY**  
SCHOOL OF BUSINESS  
Institute for International Business



## **CIBER Focus Interview Series**

### **Video Annotation**

**Trans Border Mexican Labor & Entrepreneurship**

**Link:** <https://www.youtube.com/watch?v=8UZpnKgY8AQ>

**Length:** 13:11

**Production Date/Year:** November 28, 2018

**Keyword Topics:** Mexico, Entrepreneur, Labor, Immigration, Chicago, Los Yarderos

## Guest Info: Dr. Sergio Lemus

Dr. Sergio Lemus is an anthropologist whose research interests include theories of race, cultural materiality, the body, Mexican migration, border analysis, and class relations. He earned his PhD. in Anthropology in 2015 and is currently a Visiting Assistant Professor in the Latino Studies Program at Indiana University. Dr. Lemus focuses on examining class, labor, and political economy of Mexican immigrants to the United States. He is currently engaged on a book titled, "Los Yarderos: Mexican Yard Workers in Neoliberal Chicago."

## Video Summary/Synopsis:

1:28 - Dr. Lemus shares his background and what drew him to his research on Mexican gardeners (Los Yarderos) in Chicago.

3:42 - Dr. Lemus explains what he believes are the largest challenges facing Mexican immigrant communities while explaining how the experience of Los Yarderos has changed since the 1970s.

6:21 - Dr. Lemus displays the role that labor plays in society in terms of transformation and assimilation among immigrants.

7:43 - Dr. Lemus elaborates on what he means when he references "trans-border Mexico" in his work.

10:35 - Dr. Lemus shares how supportive he believes local communities are to Mexican immigrants and entrepreneurs. He then explains what these prospective entrepreneurs will need to be successful.

## Standards:

### Ethnic Studies

- **ES.1.3**
  - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.1**
  - Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2**
  - Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES.2.3**
  - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.2.4**
  - Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.
- **ES.3.1**
  - Students identify and explore current traditions, rites, and norms of an ethnic or racial group(s) and how they have or are changing over time.
- **ES.3.2**
  - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

### Geography and World History

- **GHW.3.1**
  - Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.
- **GHW.3.2**
  - Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.
- **GHW.3.3**
  - Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.
- **GHW.3.4**
  - Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.
- **GHW.3.5**
  - Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.
- **GHW.5.1**
  - Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

#### Indiana Economics

- **E.1.2**
  - Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.

#### U.S. History

- **USH.2.5**
  - Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.

#### Essential Questions:

- How has immigration impacted the history of the U.S.?
- Is the United States a true melting pot? Should it aspire to be?
- In what ways have immigrants suffered in the U.S. dating back to the beginning of the nation?
- How can communities show support for immigrants within them?
- Should it be easier to get into the U.S.?

#### Depth of Knowledge

- Students will debate whether the U.S. is or is not a “melting pot” of cultures.
- Students will describe ways that immigrants have been discriminated against in U.S. history.

- Students will examine the impact that immigration has had on the U.S. (or local area).
- Students will construct a policy brief to the president explaining ways in which our immigration system should be bolstered or loosened.

### **Additional Links & Related Information**

- [Korematsu v. US explanation](#) - Website
- ["Myth of the Melting Pot"](#) - Article
- [Trump Administration Stance on Immigration](#) - White House Website
- [Immigration Reform](#) - Article and Videos