

Sociology 144L
Latina/o/x Sociology
Spring 2022
Professor G. Cristina Mora

The course examines the historical and contemporary experiences of Latinxs in the United States. In particular, we will draw on Latinx Studies and Sociological work that focus on the institutional forces that have shaped the ethnic, panethnic, and racial categories and experiences available to various Latino subgroups. To that end, the course is divided into two modules. The first will provide a historical review of the socio-historical patterns of Latin American migration and settlement. In this segment we will also consider how local, state, and national governments have historically racially and legally classified Latin American migrants and their descendents. Moreover, we will examine the role that social movements and civic groups have played in advancing Latinx forms of resistance amidst erasure, invisibility, and community subordination.

The second module (week 8 onwards) examines how different institutions have shaped the Latinx experience in the US. These particular weeks draw on data and recent studies to show how different Latinx communities have been affected by the structure of US education, healthcare, media, and politics. In these weeks students will learn relevant statistics and tease out the interconnected structural mechanisms that shape Latinx life in the US.

Class Ethos

I very much value communal learning and discussion. At a place as elite as UC Berkeley it can often feel hard for students (including some faculty!) to feel that the university can be a space for community resilience, belonging, and optimism. At times it might feel that competition and individualism might reign the day. I aim to make Soc 144L a place of communal learning and I will strive to instill sense that our growth and our understandings are interdependent. That said, I have designed a series of class exercises and exams that prioritize group work and that – I hope – can help us all learn from one another.

Creating this community, though, is hard work. Ivory towers have never been designed to accommodate the communal learning ethos prevalent in many non-elite and even non-western spaces. So we must work together to envision and co-create a new type of learning space. This requires effort on your part and mine. For my part, I will continue to reflect on how to enliven and make my lectures more participatory, less hierarchical, and a space for community reflection. I hope that you will also take this course with the same ethos in mind and in doing so *1) gather courage to be an active participant in class discussion and 2) gather courage to make space for others – especially those that might find participatory speaking difficult – to also be active participants in class discussion.*

A community needs to be built on a common foundation. There needs to be a common basis of discussion that we can all start from as we debate and reflect on some of the most pressing issues (and some of them are quite dire!) facing Latinxs today. To that end, I expect students to have

completed the readings *before* class. It is only when we are at a common site, with common materials, that we can each bring our different rich perspectives, experiences, and tools to bear on a common project. It is only then that we might all co-create class and a series of discussions that are greater than we could have ever individually imagined.

Grading:

Section Attendance and Participation – 10%

Reading Reflections (10) – 15%

Reading Quizzes – 15%

Class Ted Talk (Based on Final Paper) – 10%

Midterm - 10% (via Zoom)

Final Paper (3-4 pgs) – 25%

- *Final Paper Credit Broken Down as:*

- Paper Topic – 3%
- Initial Draft – 6%
- Second Draft – 7%
- Final Draft – 9%

Final Exam – 15% (via Zoom)

Course Assignments

Weekly Reading Reflections – A short reading reflection will be turned in **every Tuesday at 10 am** via BCourses. The reflections will focus on answering 4 short questions about that Tuesday's readings. In other words, you will only be responsible for the weekly Tuesday readings for these reflections. Each reflection counts as 1.5 points towards your final grade. Late reflections will not be accepted. Please see the handout on BCourses on Reading Reflections.

Weekly Reading Quizzes – Students will be quizzed in class each Thursday. Quizzes will occur at **the beginning of every Thursday lecture** (unless otherwise noted). The quizzes will be short and often in a multiple choice format. They will cover material from both Tuesday and Thursday readings. Hence, while your weekly reading reflections only cover Tuesday readings, the weekly quizzes will cover Tuesday and Thursday material. Many of these quizzes will be done in small group/collective settings to help you learn from your peers. If you miss class on Thursday you will not be allowed to make up a quiz. I will discuss the mechanics of the collective quiz in-depth during lecture as our first quiz date approaches.

Final Paper- Your final paper will comprise 25 percent of your grade. This large grade percentage will be, however, broken down across a series of mini-assignments. You are expected to turn in an initial paper topic as well as two writing drafts before you submit your final paper. If you skip any one of these steps, you forfeit those points related to your final paper. Please review the syllabus and make special notation of when the different parts of the paper are due. The final paper is expected to only be 3-4pgs long, minus citations. Please see the handout on your final paper on BCourses.

Class Ted Talk- Students will be required to put together a 3-4 minute Ted Talk about their final paper. These are designed to introduce your topic to broader audiences and you will be invited to join with others in class to prepare for this even collectively. These presentations will take place the last 2 weeks of the school year in front of your peers and teaching staff. You will have a short practice “run-through” in Section in the week prior to your final presentation. Please see the handout on your Ted Talk on BCourses.

Midterm and Final Exam- Finally, the course will also have a midterm and final exam component. These **exams will be over zoom** – you will not be asked to come to class. The exams will have 3 parts, 2 of which will be collective. In the first part you will be asked to answer exam questions on your own, in the 2nd and 3rd part you will be asked to answer the same questions in pairs and small groups respectively. Your final score will be the weighted average of your score in each of the sections. I will provide further instructions on exam protocol as we approach your test dates.

Missed Assignments/ Extra Credit – We are living in unprecedented times. There might be moments when you miss a class quiz or reading assignment that, unfortunately, we are unable to make-up. To that end, the class has 4 extra credit projects that you may complete at any time before May 03 in order to make up the points for a missed quiz or an assignment. Students are allowed to turn in a maximum of 4 EC projects. They are each worth the value of a quiz/reading assignment (1.5 points) and consist of:

- A visit to the Student Writing Center with a 1) write-up of 250 words of how the experience went – especially what you might have learned about your writing/grammar 2) a picture/copy of the original paper that you took to get evaluated 3) a copy of the corrected paper section/part. The student writing center has drop-in hours that can fill up quite quickly, so I strongly suggest you book an appointment in advance. The paper that you took to be evaluated should be related to our course (either your Draft 1 or Draft 2 of final paper or your initial topic Proposal). Write ups less than 250 words will not be accepted.
- A visit to the student Career Center. Here you can do one of three things, all of which will require a final product about your experience. **Choose ONE**
 - Have a one-on-one consultation with a Career Center staff person about how to apply and look for internships. Turn in a write up that includes a sort of “How To Handout” for other students about what is expected at the Career Center and what a one on one consultation could offer. The How To Handout should be 1page and include the following 1) Information about the staff member you met and when 2) a description of the questions you brought with you to the meeting 3) bullet points that cover answers to your questions 4) questions you still have left 5) Advice for other students who plan to create a one-on-one meeting. The handouts should be uploaded on BCourses under the “Extra Credit Career Center” folder for other students to review.

- Attend a Career or Internship Fair – Provide a 500 word write up of your experience including the careers/internships that interested you. Here you should tell us why some internship/careers seemed interesting as well as further steps about how you might apply to them one day. Information about deadlines/dates/and steps for applying should also be included.
- Have someone from the Career Center assess your resume. Turn in a copy of your original resume as well as the corrected copy of the resume for full credit with this option. In addition turn in a 300 word write up about your experience, including the name of the staff member you met with at the CC.
- Have a consultation with Leah Carrol at the Office of Undergraduate Research. You can either book a one-on-one appointment with her or attend one of her amazing workshops. Provide a 500 word write up about your experience in the workshop/meeting noting what you learned and what questions to still might have. You should upload your write up to the class Extra Credit – Office of Undergraduate Research Folder – for other students to peruse.
- This course has a playlist that was curated by Everardo Reyes (Sociology MA, UC Berkeley Music Dept). For this extra credit option you should add to our class playlist. Find/choose three additional songs that you feel speak to the topic for a given week. Provide the details for the song and performing artists/band and include one paragraph about how the songs relate to the readings or lecture topic for that week. To receive full credit, I expect that you final playlist write up will be at least 500 words. You should upload the play list write up to the “BCourse Extra Credit – Play List” folder for other students to review.

Required Reader – A reader for this course will be available at *Copy Central*. All of the class readings are also available on BCourses. I have placed **MANY** copies of the class reader on reserve at the IGS Library – 109 Moses Hall. You are welcome to do your reading and homework for the class at the IGS reading room and checkout one of several course reader there. There are no required books/textbooks to purchase for this course.

Week One. Introduction. Jan 18 and 20

Jan 18 – Introductions and Course Syllabus/Expectations

Jan 20 Invisibility, Hypervisibility & Triadic Racialization

Lacayo, Cecilia 2017. “Perpetual Inferiority: Whites Racial Ideology Towards Latinos”
Sociology of Race and Ethnicity

Week Two. Settler Colonialism and Foreign Intervention Jan 25 and 27

Jan 25 – Spanish and US Colonialism

Harvest of Empire Movie (Homework)

Jan 27 – Mestizaje, Mestizos, and US Whiteness?

Gomez, Laura. *Inventing Latinos* pgs 20-65

Week Three. Political Economy and Sociological History

Feb 1 – Racial Violence

Gomez, Laura. *Inventing Latinos* pgs 99-132

Feb 3 – “Latinxs and The Early Social Science Gaze”

Watson, James and Julian Samora 1954. “Subordinate Leadership In a Bicultural Community: An Analysis” *American Sociological Review*

Lewis, Oscar 1966. “Culture of Poverty” *Scientific American* pgs. 19-25.

Week Four: Social Movements and the Civil rights Era

Feb 8 Transformation in Southwestern Activism

Escobar, Edward. 1993. “The Dialectics of Repression: the Los Angeles Police Department and the Chicano Movement, 1968-71” *Journal of American History*

El Plan de Santa Barbara – “Contents” and “Manifesto” X, 9-11

Feb 10 – Transformations in Eastern Activism

Fernandez, Johanna 2011. “The Young Lords and the Social and Structural Roots of Late Sixties Urban Radicalism” in *Civil Rights in New York City*.

Week Five. Racial and Ethnic Categories and the Census

Feb 15 – Fighting for Data and Panethnic Representation

Mora, G. Cristina Mora “Cross Field Effects and Ethnic Classification: the Institutionalization of Hispanic Panethnicity 1965-1990” *American Sociological Review*

Feb 17- Foils of US Latinx Racial Classification

Vargas, Nicholas. 2015. “Latina/o Whitening?: Which Latina/os Self-Classify as White and Report Being Perceived as White by Others? Du Bois Review: Social Science Research on Race, 12(1): 119-136.

* *Turn in Final Paper Topic Assignment in Section this Week.*

Week Six. Migration Patterns and Identification Feb 22 and 24

Feb 22 – Immigration Replenishment and Identity Across Generations

Jimenez, Thomas. 2008. “Mexican-Immigrant Replenishment and the Continuing Significance of Ethnicity and Race.” *American Journal of Sociology*, 113(6): 1527-1567.

Feb 24 – Beyond Just “Mexican-American”

Valle, Arianna 2020 “Second Generation Central Americans and the Formation of Ethnoracial Identity in Los Angeles.” *Identities*. 133-152

Lopez, Gustavo and Ana Gonzalez-Barrera. 2016. “Afro-Latino: A Deeply Rooted Identity among U.S. Hispanics.” Pew Research Center Report

Week Seven – Recap and Midterm One March 1 and 3

Week 8. Structural and Adaptation Patterns: Higher Education

March 8 - Higher Education

Reyes, Daisy Verduzco *Learning to Be Latino* “Introduction and Chapter 3”

March 10- Higher Ed Continued

Reyes, Daisy Verduzco *Learning to Be Latino* “Chapter 7; Conclusion”

Week Nine. Structural and Adaptation Patterns: Health and Medicine 17

March 15 – Latinx Health Disparities

Vargas, Robert 2022. *Uninsured in Chicago* Pgs 44-78

March 17 – No Class Work on Draft 1(Extra GSI OH) Automatic Quiz Points

**Turn in Draft 1 March 19 – Two Pages – See Handout*

Week 10 – Spring Break

Week Eleven: Media Representation

March 29 Latinx Representation and Advocacy

Gutierrez, Arcelia 2019. “No More Prostitute, Pimps, and Pushers: Deploying Hispanic Pathnicity in Media Advocacy” *Critical Studies in Media Communication* 309-22

GAO 2021. “Workforce Diversity: Analysis of Federal Data Shows Hispanics Are Underrepresented in the Media Industry”

March 31- The “Latinx” Market

Mora, G. Cristina “Making Hispanics” Ch 4 “Broadcasting Panethnicity”

Week Twelve: Latinxs and Criminal Justice – 5 and 7

April 5 – Latinas and School to Prison Pipeline

Flores, Jerry *Caught Up* Chapters 1 and 2

April 7 – Latinas and School to Prison Pipeline Continued

Flores, Jerry *Caught Up*: Chapter 4 93-109

Week Thirteen Voting and Political Attitudes. April 12 and 14

April 12 - Latinx Politics

Bedolla, Lisa and Christian Hosam *Latino Politics* Chapter 7

April 14 – Latinx Mobilization Today

Bedolla, Lisa and Christian Hosam *Latino Politics* Chapter 8

* *Turn in Rough Draft 2 – 3 pages to GSI*

Week Fourteen Latinxs in California

April 19 – Latinxs in California

Pastor, Manuel 2018. “Not So Golden? Latino Fortunes and Future in California’s Changing Economy” in *The New Latino Studies Reader*

April 21- Class Presentations

Week Fifteen – TBA and Class Presentations 26 and 28

Class Presentations

Final Due Dates

Final Papers Due 5/03 @ Noon via BCourses

Final Exam Review – Zoom May 05 @ 12:30 pm

Final Exam – Zoom 5/12