

Sociology 144L
Chicanx/Latinx Studies 144L
Latina/o/x Sociology
Spring 2025; T TH 9:30-11:00
Mulford 159

Professor G. Cristina Mora
472 Social Science Building
Readers Available at *Copy Central*

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, especially in California and the WEST. 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, with a particular focus on the Golden State. These 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.

Student Hours

I will hold “Student Hours” for this course on most T and TH from 11:30-12:30. You must sign up for student hours on the Calendly link

<https://calendly.com/cmora-8/15min>

Graduate Student Instructors

This class is fortunate to have two superb GSI’s they are

Julio Salas – T Th 12-1pm ; 2-3pm (juliofernandosalas@berkeley.edu)

Dori-Taylor Carter – T TH 11-12; 1-2pm (dori-taylor@berkeley.edu)

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 a 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 a class and a series of discussions that are greater than we could have ever individually imagined.**

AI and Technology Policy

AI tools, including generative AI, are prohibited in this course. While AI can be useful in certain contexts, its use in this class undermines the learning process and can disproportionately disadvantage minoritized students. Developing critical thinking, writing, and analytical skills without relying on AI is essential to your academic and career success. Using AI also compromises fairness in evaluations. Please respect this policy so we can all build an inclusive classroom together.

Laptops/Phones/Recorders and other forms of technology are prohibited in this class. This is because volumes of research shows that technology distracts the learning process - both for students and peers. It is simply better to take pen and paper notes - it helps the comprehension and retention process immensely.

You are only allowed to bring hard-copy paper versions of the readings, course readers, note-taking paper, and pens/pencils to lecture.

Student Receptions

This class will have a student reception (possibly 2), which I hope will provide us an opportunity to meet each other outside of the lecture hall. I often feel that creating spaces for community and to meet one another on different grounds, and in other settings, can foment a sense of belonging even when we might feel differently within the university. Given the current health environment, these receptions will be limited to a small reception size and will occur outdoors. You are not at all obligated to attend these events, and they are not connected to your grade. They are simply a time to build community outside of class. Still, we do ask that you sign up beforehand. Dates for the reception(s) are **March 15** and TBA.

Grading:

Section Participation – 10%

- Attendance
- OH Meetings
- Participation

Lecture Attendance - 5%

Reading Reflections (10) – 15%

Group Deliberations – (10) - 15%

Census Data Assignments (3 of them) - 24%

- Assignment (1) 5 points
- Assignment (2) 8 points
- Assignment (3) 11 points

Class Ted Talk (Based on Data Assignments) OR Social Media Video – 8%

Midterm - 8% (via zoom)

Final Exam – 15% (via zoom)

Grading Scale

| | | | |
|------------|----------|----------|------------|
| A + 97-100 | B+ 87-89 | C+ 77-79 | D 60-69 |
| A 94-96 | B 84-86 | C 74-76 | F Below 60 |
| A- 90-93 | B- 80-83 | C- 70-73 | |

Course Assignments

Weekly Reading Reflections – A short reading reflection will be turned in **every Tuesday at 8 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 Group Deliberations – Students will be asked to engage in active group deliberation each Thursday during lecture. Deliberations will occur at **the beginning of most Thursday lectures**

(unless otherwise noted). The exercises will be based on both Tuesday and Thursday reading/lecture materials and are designed to help you identify key issues. Hence, while your weekly reading reflections only cover Tuesday readings, the weekly group deliberation exercises will cover Tuesday *and* Thursday material. The exercises will count towards your final grade and can only be done in lecture. If you miss class on Thursday you will not be allowed to make up the deliberation points. Your score on these deliberations will be based on your self-assessment. I will discuss the mechanics of the group deliberations in-depth during lecture as the moment approaches.

Census Data Stories - Students will be required to turn in 3 assignments based on Census Data. For this, you will learn how to manage the “Latino Data Hub” interface and examine Latinx Data in comparison. Here you will learn the dimensions of Latino data collection and analysis using one of the most comprehensive data sets available - the American Community Survey by the US Census Bureau. The interface you will use is housed at the Latino Public Policy Institute, an initiative at UCLA. Please see the handouts on the Latino Census Data Assignment. Since there are three assignments you will be given 3 different handouts (one for each assignment).

Class Ted Talk- Students will be required to put together a 3-minute Ted Talk about their census data assignments. For this, you will need to not only relay the findings of their data stories, but also incorporate 1) a gender analysis 2) provide 4 citations that students can use to further information along with a bibliography 3) talk about two offices or groups in California/US/Local Communities that could do something with this data. These presentations will take place the last 2 weeks of the school year in front of your peers and teaching staff. Your grade for this will be a combination of the actual presentation along with the slides that you developed. Please see the handout on your Ted Talk on BCourses.

Social Media Video – In lieu of a Ted Talk students are welcome to put together a Tik-Tok or other relevant social media video of 2-3 minutes connected to your census data projects. While we cannot provide editorial or technical assistance for students that choose this option, we will grade it based on content and coherence. You might create a GRWM or Dance or Cooking or other short video that conveys the substance of census data analyses. You will be required to present this video as a Ted Talk as well.

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 2 parts, 1 of which will be collective. In the first part you will be asked to answer exam questions on your own, in the 2nd part you will be asked to answer the same questions in a randomly generated small group. 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 lecture, group deliberation, or a reading assignment that, unfortunately, we are unable to make-up. To that end, the class has 5 extra credit projects that you may complete at any time before April 15 in order to make up for missed points. Students

are allowed to turn in a maximum of 4 EC projects.. They are each worth **ONE** point. You can only do one of each category. All EC projects are due on or before April 15 - this deadline is firm. Late EC projects will not be accepted

- 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 (for this or another class) 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 can be related to our course (i.e. a reading reflection or a census data assignment) but can also be related to another Sociology or ES course. 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 250 word write up about your experience, including the name of the staff member you met with at the CC.
- Have a consultation with an advisor at the Office of Undergraduate Research. You can either book a one-on-one appointment or attend one of their amazing workshops. Provide a 250 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.

- Create a playlist for select weeks in this class. For this extra credit option, you should find/choose three songs that you feel speak to 3 different course lectures/readings. Provide the details for the song and performing artists/band and include one paragraph for each song you have chosen (total 3 paragraphs). For each paragraph make sure you describe how the songs relate to the readings or lecture topic for the given week. To receive full credit, I expect that your final playlist write-up will be 3 paragraphs and 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.
- Attend a talk or event at the Latinx Research Center. Provide a 250 word write up that 1) tells us about the main topic of the event/talk 2) describes a question that an audience member asked during the Q&A as well as the response the author/presenter gave (try your best here) 3) provides a question that you may have about the presentation/event.

Class Reader – A reader for this course will be available at *Copy Central* (2411 Telegraph Ave). 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 to check out one of several course readers there. There are no required books/textbooks to purchase for this course.

Week One. Introduction. Jan 21 and 23

Tuesday – Introductions and Course Syllabus/Expectations

Thursday 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 28 and 30

Tuesday – Spanish and US Colonialism

Harvest of Empire Movie (Homework) Available Via Library Website

Thursday – Mestizaje, Mestizos, and US Whiteness?

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

Content Warning: Materials for this date include depictions of Racial and Community Violence – Tags Lynchings, Murder, Gangs.

Week Three. Political Economy and Sociological History Feb 4 & 6

Feb 4 – Racial Violence

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

Content Warning: Readings for this date include depictions of Police Repression, Murder and Racial Violence.

Feb 6 – “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 11 & 13

Feb 11 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

Content Warning: Readings for this date include depictions of Police Repression.

Feb 13 – 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*.

Content Warning: Readings for this date include depictions of Police Repression.

Week Five. Racial and Ethnic Categories and the Census Feb 18 & 20

Feb 18 – Fighting for Data and Getting Panethnic Representation

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

Feb 20 - No Class – Work on Data Assignment

* Turn in Census Data Assignment #1 Feb 21 by 5:00pm

Week Six. Migration Patterns and Identification Feb 25 and 27

Feb 25 – Racial Identities

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.

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

<https://remezcla.com/lists/culture/powerful-poems-about-afro-latinidad/>

Feb 27 – Beyond Just “Mexican-American”

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

<https://abc7chicago.com/indigenous-mexican-peoples-oaxaca-mexico-our-america-todos-unidos-communities/11012583/>

Week Seven – Generational Mobility and Midterm One March 4 and 6

March 4 – Social Mobility

Ortiz, Vilma and Edward Telles 2017. “Third Generational Disadvantage Among Mexican Americans” *Sociology of Race and Ethnicity*

March 6 – MIDTERM (ZOOM)

Week 8 Voting and Political Attitudes. March 11 and 13

March 11 - Latinx Politics

Ocampo, Angela X, Sergio Garcia-Rios, and Angela E. Gutierrez, 2021 *Hablame de ti: Latino Mobilization, Group Dynamics, and Issue Mobilization in the 2020 Election*

<https://www.palabranahj.org/archive/in-battleground-wisconsin-latinos-feel-ignored-by-both-political-parties>

March 13 – Latinx Political Identities

Cadena, Roger Sargent 2022 Paradoxical Politics? Partisan Politics, Ethnoracial Ideologies, and the Assimilated Consciousness of Latinx Republicans

<https://calmatters.org/politics/2024/11/california-election-latinx-voters-trump/>

Week Nine. Structural and Adaptation Patterns: Health and Medicine March 18 & 20

March 18 – Latinx Health Disparities

Vega et. al 2009 Health Disparities in the Latino Population *Epidemiologic Reviews*

Lopez-Sanders, Laura *Navigating Health Care: Brokerage and Access for Undocumented Latino Immigrants under the ACA*

March 20 - No Class

* *Turn in Census Data Assignment (2) by March 20 at 5pm*

Week 10: SPRING BREAK March 24-31

Week 11. Structural and Adaptation Patterns: Higher Education

April 1 - Higher Education

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

April 3 - Higher Ed Continued

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

Week 12: Media Representation

April 8 Latinx Media Narratives (News)

Diaz McConnell, Eileen. “Numbers, Narratives and Nation: Mainstream News Coverage of US Population Growth 1990-2010” *Sociology of Race and Ethnicity*

April 10 - Latinx Representation (Film)

USC Annenberg “Hispanic and Latino Representation in Film: Erasure on Screen and Behind the Camera Across 1300 Popular Movies”

Week Thirteen: Latinxs and Criminal Justice - April 15 & 17

April 15– Latinas and School to Prison Pipeline

Flores, Jerry *Caught Up* Chapters 1 and 2

Content Warning: Readings for this date include depictions of Police Repression as well as Sexual Violence and Abuse.

April 17 – No Class

* *Turn in Census Data Assignment 3*

Week 14: CJ Continued and Latinxs in California - April 22 & 24

April 22 – Latinas and School to Prison Pipeline Continued

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

Content Warning: Readings for this date include depictions of Police Repression as well as Sexual Violence and Abuse.

April 24 – Latinxs in California

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

Week Fifteen – Class Presentations April 29 and May 1

Class Presentations

Final EXAM

Final Exam Review –May 06 @ 9:30-11 pm

Final Exam – Zoom 5/12 7pm – 10pm