

LATINAS/OS IN THE UNITED STATES

SOCI 3520 | Section 201 | Fall 2021

Professor: Dr. Stephanie M. Ortiz

Class Times: Tu/Th 12:30-1:45

Email: Stephanie_Ortiz@uml.edu

Location: DUG-208

Office: Dugan 205H

Credit Hours: 3

In-Person Office Hours: M 1-2; T 11-12

Virtual Office Hours: By Appt.

COURSE DESCRIPTION

By 2060, Latinos/as/xs are forecast to comprise over 28 percent of the US population. While the presentation of this group in public discourse often frames them as recently arrived immigrants, Spanish-speaking peoples in the US have a long and rich history. This course uses sociological theory to interrogate the historical and contemporary experiences of this diverse community, as well as the social, political, and economic forces which shape those experiences. We will pay particular attention to how this group was formed through racial projects involving immigration and citizenship policy; labor market discrimination; gender and sexual orientation discrimination; colorism; and religion. We will also explore how this group has responded to and contested structural inequalities.

LEARNING OUTCOMES

- Gain frameworks with which to analyze how cultural, political, and economic forces have shaped the formation of the Latinx population in the United States
- Demonstrate critical thinking through the ability to describe and evaluate complex arguments, as well as analyze and collect empirical data
- Propose interventions to address social problems which impact the Latinx population
- Practice effective communication skills by developing and defending an informed position on issues related to Latinx peoples

COURSE REQUIREMENTS

Theoretical Innovation – 200 points/40% of course grade

This semester-long project is designed for you to develop a theory to better understand and address a social problem that impacts Latinxs. There are **five** aspects of the TI requirement:

- TI #1 is a 'statement of the problem' you are interested in addressing. What exactly is the nature of the problem? How does it impact this population? Why do we need to better understand this problem? 500 words. Due September 17. (25 points)
- TI #2 is a review of how sociologists have theoretically addressed this problem. This will require you draw from course materials as we all conduct your own research of scholarly texts to summarize the theories used and key findings. 1,000 words. Due October 8. (50 points)
- TI #3 is a discussion of the major tenets, assumptions and propositions of your theory. How does your theory relate to the ways sociologists study the topic? How does your theory diverge? What concepts does your theory makes use of? Does it draw attention to specific identities within the Latinx population? 1,000 words. Due October 29. (50 points)
- TI #4 is an application of your theory to a real, empirical case. You will need to collect *testimonios* (narratives that speak to collective experiences of oppression, injustice, agency and resistance). 1,000 words. Due November 19. (50 points)
- TI #5 is a summary of the broader implications and limitations of your theory. Consider what other problems or populations this theory may be applicable to. How would you envision expanding on or refining your theory to address its limitations? 500 words. Due December 10. (25 points)

Sociology of Everyday Life Journal – 100 points/20% of course grade

You will submit a total of **10** journal posts through the semester. Use the journal to apply concepts from the readings/videos to your own life or a current event. You may also reflect on the readings from the week, but be aware that *vague entries*, such as those simply stating the reading was "interesting," will not earn credit. Rather, you should focus on what precisely was insightful about the reading. How did it alter your thinking? What new questions did it create? How did it challenge your previous ideas? Journal entries must be a minimum of 250 words each, and should be posted by Friday 10pm.

Exams – 200 points/40% of course grade

Two open-book exams will be administered through *Blackboard*. The exams may consist of multiple choice, short answer, and essay questions. Material from assigned readings/videos, lectures, and discussions are free game and can appear on the exam. The exam is designed to be completed in 50 minutes, but all students will have 2 hours to complete the exam.

In addition:

- Check the *Blackboard* course page at least once/week, as information will be posted there
- Keep copies of all completed assignments & work until final grades are posted
- Be sure to discuss grade posting omissions and errors with me immediately
- Students are not to collaborate on graded work

GRADING

All grades in this course must be earned. You will be able to access grades in *Blackboard*. In addition:

- There will be no curving or extra credit offered
- I do not allow resubmissions of assignments
- I do not grade for attendance
- Assignments will be graded within 2 weeks of submission

Incompletes

A grade of “Incomplete” will only be given in cases of emergencies late in the term, when the majority of assignments have been submitted, and when official documentation is provided.

Please inform me of any difficulties or hardships negatively affecting your class performance as soon as possible to maximize the amount of time available to manage the problem.

Letter grades will be assigned based on total points earned. The grading scale is as follows:

<u>Grade Component</u>	<u>Points</u>	<u>Percentage</u>
TI #1	25	5%
TI #2	50	10%
TI #3	50	10%
TI #4	50	10%
TI #5	25	5%
Journals	100	20%
Midterm Exam	100	20%
Final Exam	100	20%
TOTAL	500	100%

<u>Course Grade</u>	<u>Point Range</u>
A	470 or more
A-	450-469
B+	435-449
B	420-434
B-	400-419
C+	385-399
C	370-384
C-	350-369
D+	335-349
D	320-334
D-	300-319
F	0-299

CLASS CONDUCT AND EXPECTATIONS

Expect to be Uncomfortable

Sociology is a set of theoretical and methodological tools that we use to understand and intervene in our social world. I believe that learning these tools should be an empowering one, and I understand that this process can be personally challenging and uncomfortable. You may find some theories in this course controversial or their explanations may challenge your beliefs. An understanding of sociological frameworks with which you may disagree will help you gain a competency in navigating difference, which you will continue to experience throughout your time at the university, as well as within your career.

Do The Work

The aim of this course is for you to learn and engage with the facts presented, understand them, and apply them in ways that demonstrate a well-rounded skillset. You can only do this if you review lecture notes and complete all readings and documentaries assigned, otherwise your submissions are merely anecdotal, with little grounding in social science research. Anyone on the street can give me an opinion about any of the other topics we will explore. But this is a social science class—you are reading expert sources, which means **you now know more than the average person on the street.**ⁱⁱ When completing writing assignments, you must use critical evidence that does not rely on personal beliefs, observations, or opinions.

Keep It All In Good Faith

I expect all submitted work be completed in good-faith and refrain from derogatory comments and dehumanizing language about other people, cultures, and groups. While critical engagement with course material is required, interrupting, attacking and passive-aggressive trolling are not conducive to the learning outcomes. Discussions are to be framed using rules of evidence and should always be presented in a respectful and civil manner. This is paramount to a quality educational experience.

If a student is being disruptive or disrespectful (rude, inappropriate, and/or harmful to others) either in the classroom or during class-related communications online or in-person, they will receive

one verbal warning from the instructor. If the behavior is viewed as seriously disruptive, no warning will be issued, and action will be taken. If negative behavior persists following a verbal warning, the instructor will request a meeting with the student and Department Chair to discuss and document a plan for changing behavior. Further infractions will immediately involve the Department Chair and the Academic Dean.

Email Etiquette

Please use your campus email address to contact me at stephanie_ortiz@uml.edu. Use a detailed subject line when contacting me; include the name of the course and a basic description of what you need. For example: **Latinos/as Class: Help With Paper** or **SOCI 3520: Question about Lecture**.

Please schedule meetings with me at least 48 hours in advance using the link on our class homepage. Barring some personal catastrophe, I will respond to emails sent during workday hours (9am-5pm, Monday-Friday) within 24 hours.

Address me (and your professors in general) as Dr. or Professor. Be respectful in tone, even if you're frustrated by something going on. I'm solution-oriented and you'd be surprised how quickly I can hash something out if you give me the information I need, enough time, and little bit of grace.

Attendance

I expect you to come to class prepared and ready to participate, but as we are still neck-deep in a pandemic, I will not be grading for attendance. I understand that you may have to miss class due to illness. You do not have to email me to inform me of your absence, nor do you have to provide me with documentation explaining your absence. The only exception to this is for exam days; if you are sick and cannot take the exam on the scheduled day, you must email me ASAP.

COURSE SCHEDULE

You are responsible for having each unit's readings completed by Thursday's class session.

Week 1 | September 2 | Welcome Week

Welcome to the course! Syllabus review; expectations; Q&A

📖 No readings!

Assignment Due: Journal #1, Friday September 3, 10pm

Week 2 | September 7 & 9 | Key Terms & Theory

📖 Bonilla-Silva. 2004. "From Bi-racial to Tri-racial: Towards a New System of Racial Stratification in the USA."

Assignment Due: Journal #2, Friday September 10, 10pm

Week 3 | September 14 & 16 | "What Are You?"

📖 Mora. 2014. *Making Hispanics: How Activists, Bureaucracies, and Media Constructed a New American.*

📖 Freeman and Veras. 2020. "Out of the Shadows, into the Dark: Ethnoracial Dissonance and Identity Formation among Afro-Latinxs."

Assignments Due: Journal #3 **and** TI #1, Friday September 17, 10pm

Week 4 | September 21 & 23 | Immigration

📖 Chavez. 2013. *The Latino Threat: Constructing Immigrants, Citizens and Nation*.

📖 Brotherton et al. 2018. "The Sociology of Vindictiveness and the Deportable Alien."

Assignment Due: Journal #4, Friday September 24, 10pm

Week 5 | September 29 & 30 | Assimilation and Incorporation

📖 Canizales. 2018. "Support and Setback: How Religion and Religious Organizations Shape the Incorporation of Unaccompanied Indigenous Youth."

📖 Telles and Ortiz. 2016. "Generations of Exclusion: Mexican Americans, Assimilation, and Race."

Assignment Due: Journal #5, Friday October 1, 10pm

Week 6 | October 5 & 7 | Violence

📖 Ramirez et al. 2017. "Invisible During My Own Crisis: Responses of LGBT People of Color to the Orlando Shooting."

📖 Reina et al. 2014. "He Said They'd Deport Me: Factors Influencing Domestic Violence Help-Seeking Practices Among Latina Immigrants."

Assignment Due: TI #2, Friday October 8, 10pm

Week 7 | October 12 & 14 | Skin Tone, Hair, and The Body

- 📖 Candelario. 2016. "Hair Race-Ing: Dominican Beauty Culture and Identity Production."
- 📖 Cervantes. 2021. "Looking Mexican: Indigenous and Non-Indigenous Latina/o Immigrants and the Racialization of Illegality in the Midwest."

Assignment Due: Journal #6, Friday October 15, 10pm

Week 8 | October 19 & 21 | Midterm Exam Week

October 19 – Review

October 21 – Exam available on *Blackboard* starting at 7am. Exam will close at 10pm. You have two hours to complete the exam once you begin.

Week 9 | October 26 & 28 | Gender

- 📖 Weiss et al. 2002. "Puerto Rican Men and the Struggle for Place in the United States: An Exploration of Cultural Citizenship, Gender, and Violence."
- 📖 Lopez and Chessney-Lind. 2014. "Latina Girls Speak Out: Stereotypes, Gender, and Relationship Dynamics."

Assignment Due: T1 #3 Friday October 29, 10pm

Week 10 | November 2 & 4 | Sex & Sexuality

- 📖 Garcia. 2016. "She's Old School Like That: Mother-and-Daughter Sex Talks."
- 📖 Almaguer. 2016. "Longing and Same-Sex Desire Among Mexican Men."

Assignment Due: Journal #7, Friday November 5, 10pm

Week 11, November 9 & 11 (University Closed) | Pop Culture

- 📖 Dormani. 2020. "So You Think You Can Salsa: Performing Latinness on Reality Dance TV."
- 📖 Guzman and Valdivia. 2004. "Brains, Brow, and Booty: Latina Iconicity in U.S. Pop Culture."

Assignment Due: Journal #8, Friday November 12, 10pm

Week 12 | November 16 & 18 | Education

- 📖 Garcia. 2016. "Racializing the Language Practices of U.S. Latinos: Impact on Their Education."
- 📖 Call-Cummings and Martinez. 2017. "'It Wasn't racism; It was More Misunderstanding': White Teachers, Latino/a Students, and Racial Battle Fatigue."

Assignment Due: TI# 4, Friday November 19, 10pm

Week 13, November 23 (Fall Recess begins November 24) | Student's Choice!

Readings TBA

Week 14 | November 30 & December 2 | Paid Work

📖 Pietri. 1973. "Puerto Rican Obituary."

📖 Valdez et al. 2019. "Precarious Entrepreneurship: Day Laborers in the US Southwest"

📖 Bolivar 2021. "Nothing Feels Better than Getting Paid: Sex Working Trans Latinas' Meanings and Uses of Money."

Assignment Due: Journal #9, Friday December 3, 10pm

Week 15 | December 7 & 9 | Resistance

📖 Ortiz. 2018. "El Gran Paro Estadounidense: The Rebirth of the American Working Class, 1970s to Present."

📖 Gonzalez. 2020. "Ratchet-Rasquache Activism: Aesthetic and Discursive Frames within Chicago-Based Women-of-Color Activism."

Assignments Due: Journal #10 **and** TI #5 Friday December 10, 10pm

Week 16, FINALS WEEK

FINAL EXAM: TBA

ⁱⁱ Dr. Michael D. Wilson | Professor American Indian Studies at UWM | AIS 101 syllabus

UNIVERSITY-WIDE POLICIES & STATEMENTS YOU NEED TO KNOW

ACADEMIC INTEGRITY POLICY STATEMENT

All students are advised that there is a [University policy regarding academic integrity](#). Students are responsible for the honest completion and representation of their work.

DISABILITY SERVICES

If you have a documented disability that will require classroom accommodation, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information. Additionally, Student Disability Services supports software for ALL students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: [IT Software page](#)

STUDENT MENTAL HEALTH AND WELLBEING

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact [Counseling Services](#). They will be offering free in-person counselling for all students.

HEALTH AND SAFETY

The safety and health of the UMass Lowell community is our shared priority. In seeking to provide the fullest academic and campus life experience possible, UMass Lowell will rely on all members of our community to act responsibly. For the latest updates on UMass Lowell's COVID policies, please visit www.uml.edu/coronavirus.

UMass Lowell has implemented reasonable health and safety protocols in accordance with national and state public health guidelines. These standards apply to anyone who is physically present on campus or participating in a UMass Lowell-sponsored activity.

- **Daily Symptom Checker:** All campus community members should use the [daily symptom checker \(www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx\)](#) every day prior to leaving your home, apartment or room.
- **Vaccination:** COVID-19 vaccination is required for ALL students (with rare and approved exceptions). Please visit Mass. Vaccine Finder: (vaxfinder.mass.gov) to find vaccine locations.
- **Face Coverings:** Face coverings are required for all faculty, staff, students, vendors and visitors regardless of vaccination status in nearly all indoor common spaces, including classrooms, instructional laboratories, meeting rooms, work areas, break rooms, hallways, elevators and restrooms. Face coverings are not required outdoors. Faculty may opt to remove face coverings when teaching.