GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/30/2021

 GCCCD Governing Board Approval: 12/14/2021

SOCIOLOGY 150 – LATINX COMMUNITIES IN THE UNITED STATES

1. Course Number Course Title Semester Units

 SOC 150 Latinx Communities in the United States 3

Semester Hours

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

 None

 Corequisite

 None

 Recommended Preparation

 None

3. Catalog Description

An introduction to Latina/Latino Studies througha sociological examination of Latinx communities in the United States. Topics include the racialization process of Latinx communities in the U.S. and the role colonization, imperialism, white supremacy, eurocentrism, decolonization and liberation struggles played in the identity formation and social experiences of Latinx people. The course examines current family structure, gender roles and sexuality; religion; economics;political participation; institutionalracism; U.S./Mexico border issues**,** immigration policy; and education.Focus is on the intersectionality of race/ethnicity with other forms of systemic inequalities. Emphasis is placed on social movements geared toward anti-racism, resistance, and struggle for social justice by Latinx communities. *Also listed as ETHN 150. Not open to students with credit in ETHN 150.*

4. Course Objectives

The student will:

1. Apply sociological theories analyzing the socio-historical formationof Latinx communities in the United States.
2. Examine the diverse experiences and cultural variations of the Latina/Latino population in the U.S.
3. Analyze contemporary social issues affecting Latinx communities.
4. Analyze the intersectionality of race, class, gender, sexuality, and other forms of difference that shape Latinx experiences.
5. Examine the diversity of religious, spiritual, language, and immigration experiences of Latina/ Latino Americans.
6. Identify and analyze the racialization of, andstructural barriers facing Latinx communities.
7. Identify and evaluate how Latinx communities have coped with and struggle against prejudice, individual and institutionalized forms of discrimination, colonialism, ethnocentrism, Eurocentrism, and white supremacy.
8. Identify the historical, cultural, artistic and intellectualcontributions of Latinas and Latinos and their communities to U.S. society.
9. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by Latinx communities are relevant to contemporary social issues and social justice in the United States.
10. Apply social theories to explain social inequality experienced by Latinx communities.
11. Evaluate and apply the theoretical and scholarly contributions developed by Latina and Latino Americans scholars in the examination of Latinx people’s lived experiences, resistance to racism, white supremacy and colonialism.
12. Evaluate the impact of race, ethnicity, class, gender, sexual orientation, and immigration status on Latinx experiences in institutions such as the family, education, work, and prison.
13. Develop critical thinking and writing skills to demonstrate the ability to conduct research on social issues affecting Latinx communities.

5. Instructional Facilities

 Standard classroom

6. Special Materials Required of Student

 None

 7. Course Content

1. Historical formation and development ofLatinx communities in the U.S.
2. Latinx identity formation and multiracial identities in American society
3. Native American cultures and experiences in the formation of Latinx communities in the U.S**.**
4. The Afro-Latina/o, Afro-Boricua, Afro-Cuban, and Afro-Mexican experience in the U.S.
5. Asian and Pacific Islanders’ cultures in the formation of U.S. Latinx communities
6. Local Latinx community experiences and Latinx culture(s)
7. Language**:** oppression and resistance
8. Colonialism, ethnocentrism, eurocentrism, white supremacy
9. Immigration
10. Educational inequality
11. Gender relations
12. Construction of sexuality and sexual identities among Latinas and Latinos
13. Race, racializationand racism
14. Labor market and work
15. Latinas and Latinos in the U.S. political system
16. Significance and influence of religion on Latinx communities
17. Latina/Latino health and the American health care system
18. Prison industrial complex
19. Institutional violence
20. Environmental racism
21. Contemporary social problems affecting Latinx communities
22. Art**,** music and sportsin the Latinx community
23. Social change and social movements: anti-racist and anti-colonial struggles, self-determination, liberation, and decolonization
24. Intersectionalityof race and ethnicity and other forms of difference (such as class, gender, sexuality, religion, immigration status, ability and language) on lived experiences and opportunities of Latina/ Latino Americans

 8. Method of Instruction

a. Lecture.

b. Group discussion.

1. Cooperative learning structured exercises.
2. Films, multimedia presentations, guest speakers.
3. Discussion of library materials and textbook readings.
4. Discussion of written assignments.

 9. Methods of Evaluating Student Performance

 A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation.

1. Quizzes and exams that measure students’ ability to recognize, describe, explain and provide examples of the various topics, information and issues related to the Latinx communities in the U.S. society.
2. Written analysis of controversial issues in which students are required to analyze, interpret and weight the impact of race, ethnicity and socio-historical contexts on the Latina/Latino experience and group relations in the U.S society.
3. Group or individual projects or research papers that require students to solve practical real-world issues of inter-racial and/or inter-ethnic conflict affecting the Latina/Latino population. Topics may also include the experiences of Latinas and Latinos within higher education, the criminal justice system, immigration, labor market participation, political activism, family issues, religious institutions, sports and artistic expression.
4. Interactive group activities, in which students analyze, discuss and draw conclusions about the Latinx experience and/or racial and ethnic group relations.
5. Field-based exercises requiring students to report how sociological research methods are used to study the Latinx experience regarding race, ethnicity and/or inter-racial and inter-ethnic group relations.

10. Outside Class Assignments

1. Weekly required readings before class meetings.
2. Written assignments such as reflections paper and/or a research paper.
3. Library research including web sources. For example, students will conduct quantitative and qualitative research on the Latinx community for their research paper; students will select the topic related to the Latinx community they are interested in researching. Some example topics include: higher education, criminal justice system, immigration, labor market, the family, and intersectional realities of the Latinx experience.
4. Interviews with peers, community members and/or professionals in the field. For example, students can interview Latinx-identified individuals who have experiences in the following areas: education, politics, medicine, engineering, art and social activism.

11. Representative Texts

1. Representative Texts:
2. Aldama, Frederick and Christopher Gonzalez. *Latinx Studies: Key Concepts.* New York University Press, 2019.
3. Gomez, Laura E. *Inventing Latinos: A New Story of American Racism.* The New Press, 2020.
4. Morales Ed. *Latinx: The New Force in American Politics and Culture.* Verso, 2018.
5. Ramos-Zayas, Ana and Merida M. Rua. *Critical Dialogues in Latinx Studies. New York University Press, 2021.*
6. Supplementary texts and workbooks:
7. Bonilla, Frank, Edwin Melendez, Rebecca Morales, and Maria de los Angeles Torres, eds *Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence*. Philadelphia: Temple University Press. 2010.
8. Cobas, Jose, Jorge Duany and Joe Feagin. *How the United States Racializes Latinos: White Hegemony and Its Consequences*. Routledge, 2009.
9. González, Juan. *Harvest of Empire: A History of Latinos in the America.* Penguin, 2011.

 Addendum: Student Learning Outcomes

 Upon completion of this course, our students will be able to do the following:

1. Evaluate the contributions of the Latinx community to the economy, labor force, education, politics, family, arts and music, and social movements in American society.
2. Employ contrasting sociological theories and scholarly approaches to study the structures of power and the racializing discourses that shape how Americans think about each other and the social structures that determine Latinx lives.
3. Analyze how identities and social hierarchies are produced and reproduced in the realms of economics and politics as well as through social interactions and cultural coding/decoding.
4. Apply sociological theory and research produced by Latinx scholars and communities of color to describe the histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of Latinas and Latinos in the United States.
5. Explain the evolving ways in which Black and Latinx identities intersect with each other, as well as with other constructs such as gender, sexuality, class, and citizenship, and indigeneity or other colonial/imperial subalternities.