

UNIVERSITY OF WISCONSIN-MILWAUKEE  
DEPARTMENT OF SOCIOLOGY

SOCIOLOGICAL PERSPECTIVES ON LATINO COMMUNITIES IN THE UNITED STATES  
SOCIOLOGY 323-201 ONLINE  
FALL 2017

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**Course Objectives:** This course aims to achieve an understanding of the processes and experiences currently facing the Latino population in the United States. Special attention will be given to the three largest Latino subgroups: Puerto Ricans, Chicanos (Mexican-Americans), and Cubans. A variety of theoretical approaches or paradigms will be explored such as: ethnic queue theory; nation-based approaches; class based approaches such as the split-labor, dual labor markets, and neo-Marxist; ethnic enclave perspectives; and also racial formation perspectives that incorporate the role of the state in creating or validating ethnically grounded political movements/organizations.

We will also consider theories of migration and related concepts such as that of the refugee. An examination of the available data and sociological materials on such social institutions as schools, the family, labor markets, and housing will be undertaken. We will also assess the geographical concentration and distribution of Latinos *vis a vis* other ethnic/racial groups in the largest U.S. cities. The three groups targeted in the course have experienced relatively similar levels of institutional discrimination and share some similarities in terms of socio-economic characteristics. It is in the Midwest where all three groups converge (especially Chicago), and Milwaukee has substantial numbers of Chicanos and Puerto Ricans, providing a live community of reference for social scientists. However, they also have unique histories of incorporation into U.S. society, and we will take into consideration the uniqueness of each group in relation to their history, political resources, socioeconomic mobility, etc. .

Although this course is online, you are required to spend the same amount of hours on course work and online as you would in a traditional face-to-face class. I recommend scheduling time each week to complete course work similar to the schedule you would have if you were in a traditional face to face class. You should check your e-mail on a daily basis and you should log-in to the course site, at least, every other day. You are responsible for getting updates from the course and from your e-mail. You will not be excused from any requirements for “not getting” the info from the course site or e-mail. Many class materials including lecture notes and grades

can be found in the Desire to Learn (D2L) website. In order to find and browse the course Web site for this course, see the section below.

**Cultural Diversity and Social Sciences General Education Requirements:** This course is approved for Cultural Diversity and Social Sciences distribution general education requirements. *Cultural Diversity: Race, Ethnicity, and Diversity in the United States* includes courses that focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. *Social Sciences* are a branch of science dealing with the study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity, both past and present. This course aims to achieve an understanding of the processes and experiences currently facing the Latino population in the United States. Special attention will be given to the three largest Latino subgroups: Puerto Ricans, Chicanos (Mexican-Americans), and Cubans. Using sociological and historical sources, students will examine the cultural and social incorporation of Latinos in the United States. In addition, this course counts toward completing requirements for the Latino Studies Certificate and the major in Latin American, Caribbean, and U.S. Latino Studies. Contact your advisor for more information

*Information on GER outcomes and assessment is located at the end of this syllabus.*

## **Getting access to & getting help for a course that uses Desire2Learn (D2L) for its Web site**

Materials for this course are available on a Desire2Learn (D2L) course web site. You may see these materials there anytime you wish, using a standard web browser.

**Recommended browsers:** For a PC-compatible computer, use either Internet Explorer or Firefox. For Apple (Mac) computers, it is best to use Safari or Firefox. Be sure your browser also has “Sun Java Runtime Environment” (Java-scripting) enabled for a recent version of Java. (If you have any questions about these requirements, contact the UWM Help Desk, as described at the bottom of this page.)

In order to find and browse the D2L course web site:

1. Open your web browser and go to the UWM home page: <http://www.uwm.edu> (**OR** go directly to the D2L login page at <http://D2L.uwm.edu> and skip to #3 below).
2. From the UWM home page, click on **D2L**.
3. On the Desire2Learn **Welcome** screen, you will see a location to enter your **Username** and **Password**.
4. Type in your ePanther **Username** (your ePanther campus email, but without the “@uwm.edu”). Hit the [Tab] key on your keyboard, or use the mouse to click in the box next to Password.
5. Type in your ePanther **Password**. Then hit [Login].
6. On the **MyHome** screen, find the area called **My UW-Milwaukee Courses**.
  - Click on [Search] with the textbox empty, to see all the “Active” courses you are enrolled in. (Students are not able to see course sites until the Instructor has designated them as “Active.”)

- Alternatively, you can type a search string (for instance, “psych 101” but without the quotes) and click on [Search]. If you’re enrolled in an active D2L site with that search string, it will be displayed for you.
  - In the search results list, click twice on the word **Semester** at the top of the column to organize your courses by semester, displaying the current semester first.
7. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
  8. When you are finished looking around your D2L course sites, always click on [**Logout**]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using *your* D2L account!

### **What to do if you have problems with Desire2Learn (D2L)**

If you have problems with your login (e.g., you forgot your password, or if you just can’t get on) or if you run into any other difficulties with D2L, help is available from the UWM Help Desk. You may do one of the following:

- Send an email to **help@uwm.edu**
- Call the UWM Help Desk at 414.229.4040
- Go to Bolton 225 (for campus computer lab hours, please visit <https://uwm.cherwellondemand.com/CherwellPortal/CampusTechnology#2>)

## **CLASS REQUIREMENTS**

### **1. Discussion Question Answers (91 points)**

The class will be divided into small groups of 7 students for online discussions. I will post a number of questions on the readings for each of the thirteen course modules. You are required to post weekly discussion weekly answers (DQAs). Type your answers directly into D2L, **do not post attachments**. The deadline for each post is Wednesday 11:59 pm and no late posts will be accepted. So, for example the deadline for the first week’s DQAs is Wednesday, September 6, 11:59 pm. In your post, your answers should

- specifically identify the questions you are attempting to answer
- Make direct references to the readings (in the form of quotations or citation of specific page numbers) to provide evidence supporting your answers
- Include a total of at least 10 sentences

### **2. Discussion Question Replies (49 points)**

You must also complete at least two discussion question replies (DQRs) every week. These replies will consist of you responding to the post of another student to the week’s questions. The deadline for each DQR is Friday 11:59 pm and no late posts will be

accepted. So, for example, the deadline for the first week's DQR is Friday, September 8, 11:59 pm. Each DQR should:

- Articulate a response to the answers provided in the student's post, including a discussion of why you agree or disagree (not just that you agree or disagree)
- Be respectful of the other student even if you disagree with what he or she wrote
- Include at least 4 sentences respectfully explaining your position

### **3. Quizzes (75 points)**

Students will take ten online quizzes on D2L, which will consist of multiple choice question and short answers. These are timed and will come with strict deadlines attached. I will let the class know when these are posted.

### **4. Course Papers (100 points)**

Students are required to write two short papers, the first on immigration issues and a second paper on a topic discussed in class materials. The first paper is based on providing a theoretical overview of migration theories as well as a brief summary of Latino immigration to the United States (by focusing on one or more of the following groups: Mexican, Puerto Rican, or Cuban) from both historical and policy perspectives (8-10 pages). The first paper is due on Wednesday, October 18.

The second paper should be of a theoretical nature, that is, based on examining an issue (e.g., Latino poverty, school achievement, gender relations, employment) in light of the existing research literature. Alternatively, a paper can be based on hypothesis testing, in which a theory or series of propositions are not only presented and discussed, but also variables or indicators are operationalized, a data set is analyzed, and hypotheses are either confirmed or rejected. Qualitative methods of analyses can also be utilized by students writing original research papers. The second paper should be of 10-15 pages in length (not including references) and is due on Friday, December 15. Students are allowed and encouraged to collaborate in producing written assignments (but additional length or number of pages will be expected)

### **Summary of Class Requirements:**

1. Discussion Question Answers: 91 points
2. Discussion Question Replies: 49 points
3. Quizzes: 75 points
4. Term Papers: 100 points

**Here is how your final grade breaks down:**

Discussion Question Answers: 91 points (or 29% of final grade)

Discussion Question Replies: 49 points (or 16% of final grade)

Quizzes: 75 points (or 24% of final grade)

First term paper: 40 points (or 12% of final grade)

Second Term Paper: 60 points (or 19% of final grade)

Total Points: 315

The final grade will be calculated as follows:

<u>Grade Overall Score</u>					
A	95.00 – 100.00	C+	77.00 – 79.99	D-	60.00 – 62.99
A-	90.00 – 94.99	C	73.00 – 76.99	F	< 60.00
B+	87.00 – 89.99	C-	70.00 – 72.99		
B	83.00 – 86.99	D+	67.00 – 69.99		
B-	80.00 – 82.99	D	63.00 – 66.99		

**UWM Work Load Policy:** As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a **traditional, or face-to-face** course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an **online** course, you will spend a minimum of

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a **hybrid** course, you will spend a minimum of

- 18.75 hours in the classroom

- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

*Notes*

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838\\_Credit\\_Hour\\_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at at <http://www.uwsa.edu/acss/acps/acps4.pdf>.

**Required Textbooks:**

Rogelio Sáenz, and Maria Cristina Morales. *Latinas/os in the United States: Diversity and Change*. Cambridge: Polity Press, 2015.

Montejano, David. *Anglos and Mexicans in the Making of Texas, 1836-1986*. Austin, Texas: University of Texas Press, 1987. (you can also get a free digital copy of this book through our library)

Valenzuela, Angela. *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany: State University of New York Press, 1999.

**\*\*Note:** Course textbooks can be purchased at the UWM Bookstore

**TOPICS**

**I. Week of September 5. Race, Nations, and Ethnicity as Sociological concepts**

1. Anglo domination in the American Southwest: dispossession and exploitation in the nineteenth century.
2. The Alamo, Manifest Destiny, commercial interests, and the Treaty of Guadalupe Hidalgo.
3. Overview of Major Sociological Approaches to Studying Latinos: Nation Based or Internal Colonialism, Conflict and Assimilationist Models.
4. Incorporating Mexicans into the 19th century American southwest.

Required Readings:

Montejano, D. *Anglos and Mexicans in the Making of Texas*, Chapters 1-2.

Velez, "Latinos in the United States—Some Theoretical Approaches" (in class website under Lecture Notes-#8)

**II. Week of September 11. Economic Activities, Labor Markets, & Socioeconomic Mobility.**

1. How the land was lost: forced dispossession, legal and quasi-legal methods.
2. Modes of incorporation – The changing fortunes of Mexicans in Texas: Economic determinism versus racial order.
3. On interpreting the status of Chicanos in Texas from a class-based perspective.

Required Reading:

Montejano, D. *Anglos and Mexicans in the Making of Texas*, Chs. 3-4

Velez, "Notes on Class Theories" (in class website under Lecture Notes-#2)

**III. Week of September 18. The Rise of Commercial Farming and Decline of Ranches**

1. The arrival of Midwestern farmers and the decline of the Anglo and Mexican rancho classes
2. The Plan de San Diego: resistance and brutal repression
3. Institutionalization of change: county reorganization and the politics of reconstruction

Required Reading:

*Anglos and Mexicans in the Making of Texas*, Chs. 5-6

Velez, "Notes on Internal Colonialism" (in class website under Lecture Notes-#4)

**IV. Week of September 25. Knowing your "proper place": Segregation and Labor Controls**

1. Physical separation: the growth of "Mexican" towns
2. School segregation: keeping Tejanos separate and subordinate
3. Maintaining a cheap and steady supply of labor: sharecropping and immigrant workers

Required Readings: *Anglos and Mexicans in the Making of Texas*, Chs. 7-9

**V. Week of October 2: Integration: The rise of the Mexican American Middle class**

1. The Demise of Jim Crow: Economic and Political Factors
2. The struggle for Civil rights: PASSO, the G. I. Forum and LULAC
3. The question of land and labor: Interpreting history through the lens of class relations

Required Readings:

*Anglos and Mexicans in the Making of Texas*, Chs. 12-13 and Appendix

Velez, "Mexicans in Texas" (in class website under Lecture Notes-#5)

**VI. Weeks of October 9 and October 16. Migration as seen from different perspectives.**

1. Old Destinations and New Destinations: The New South.
2. Migration as circulation of labor: the case of Puerto Ricans
3. Understanding Puerto Rican migration. Migration conceptualized as waves or cohorts: motivation, demographic and social composition, timing, and government roles.
4. Neoclassical economic theory of migration; world systems theory; and social network approach

Required Readings:

Saenz & Morales, "Historical and Contemporary Latino Immigration" (chapter 3, *Latinos in the United States*)

Acosta-Belen and Santiago, "Migrations Before World War II" and "Postwar Migration Patterns" (chapters 3-4)- *From Puerto Ricans in the United States: A Contemporary Portrait* (in class website under "course documents"- #11 & #12)

Massey, Douglas et al, "Principles of Operation: Theories of International Migration" (in class website under "course documents"-#5)

Velez, "A New Framework for Understanding Puerto Ricans' Migration Patterns and Incorporation." (pp. 1-14; in course website under Lectures-#13)

**VII. Week of October 23. The Characteristics of Latino Workers and the Persistence of Poverty**

1. Understanding the causes of poverty
2. Making a Living: Accounting for labor market earnings among Latino sub-groups.
3. The development of the southwest border region: demographic and economic diversity. Place matters: urban vs. rural communities
4. Social composition theory and the foreign-born penalty

Required Readings:

Saenz & Morales, "Work and Economic Life" (chapter 7 in *Latinos in the United States*)

Velez, "Poverty Issues and Theories"(slides 8-14 and 33-39; in class website under Lectures-#10)

**VIII. Week of October 30. Latinos and the School to Prison Pipeline**

1. Adolescent males navigate the criminal justice system
2. how policing, incarceration, and probation offer masculinity-making resources that young men use to develop a sense of manhood. The concepts of caring and social capital within the educational setting

Required Readings: Rios, Victor. *Punished: Policing the Lives of Black and Latino Boys* (chapters 2, 5, and 6; in class website under "course documents" -#9)

**IX. Week of November 6. Latinos and Educational Institutions**

1. Different Perspectives on "caring": What students expect from teachers
2. Immigrant youth and the question of "empeño" (perseverance).
3. Social capital, gender, and cultural assimilation
4. Tracking and Testing: How Schools Institutionalize Inequalities.
5. Showing of film Taking Back the Schools

Required Readings:

Valenzuela, *Subtractive Schooling*, chapters 1, 3-4.

Velez, "Notes on Education" (in class website under Lectures-#7; slides 9-12 are most relevant)

**X. Weeks of November 13-20. When Schools Disrespect the Students' Culture.**

1. The consequences of Subtractive Schooling
2. How Mexican Students resist subtractive schooling.
3. Bilingual education and additive schooling

Required Readings: Valenzuela, *Subtractive Schooling*, Chapters 5-7

Saenz & Morales, "Education" (chapter 6 in *Latinos in the United States*)

**XI Week of November 27. The Intersection of gender and ethnicity.**

1. Kinship relations: The promises and limits of "familism"
2. Gender relations and the transmission of cultural values.
3. Women of Color Feminism.
4. Families and Poverty: Debunking the cultural deficiency model. Schooling and Families.
5. Transnational lives and transnational families

Required Readings:

Saenz & Morales, "Families" (chapter 8 in *Latinos in the United States*)

Toro-Morn, Maura, "Beyond Gendered Dichotomies: Towards a New Century of Scholarship about Gender in the Latina/o Experience" (in course website, under "course documents"-#3).

**XII. Week of December 4.**

**The Puerto Ricans: From Colony to Ethnic Group.**

1. From Spanish colony to U.S. territory.
2. Building communities in the United States.
3. Indicators of socioeconomic mobility and geographical dispersion
4. The Young Lords and other civil rights groups

Required Readings:

Acosta-Belén, Edna, and Carlos E. Santiago, "Social and Civil Rights Struggles" (Chapter 6). From *Puerto Ricans in the United States: A Contemporary Portrait* (in course website under "course documents"-#13).

Velez, "A New Framework for Understanding Puerto Ricans' Migration Patterns and Incorporation" (pp. 15-30; in course website under Lectures-#13)

Velez, "Notes on Puerto Rican History" (in course website under Lectures-#9)

**XIII. Week of December 11.**

The Cubans: From Golden Exiles to Ethnic Enclave

How do the different forms of incorporation impact the social and economic mobility of the first two generations? What is an ethnic enclave and how did Cubans take advantage of it?

**Required Readings:**

Garcia, Maria C. (2003). "Havana U.S.A." (in D2L class website under "course documents"-#10)

"Cubanidad" (under "Lecture Notes"-#12 in D2L)

## UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is: [http://www4.uwm.edu/secu/news\\_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)

1. **Students with disabilities.** Notice to students with disabilities that special services and accommodations are provided. Information is available from the Accessibility Resource Center at <http://uwm.edu/arc/>
2. **Religious observances.** Information concerning accommodations for absences due to religious observance is available at: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty is available at <http://uwm.edu/active-duty-military/>
4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. The policy outlining incomplete grades is available at: [https://www4.uwm.edu/secu/docs/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)
5. **Discriminatory conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policy regarding discriminatory conduct can be found at: [https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)
6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. The policy and procedures concerning academic misconduct is available at <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
7. **Complaint procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policy may be found at: [https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)
8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the College of Letters & Science or in the case of graduate students, the Graduate School. These procedures are available in writing from the sociology department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at <http://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades>  
Procedures for graduate student grade appeal can be found at <http://uwm.edu/graduateschool/academic-appeals-procedure/>
9. **LGBT+ resources.** Resources to support inclusivity of students who identify as LGBT+ in the learning environment are available at <http://uwm.edu/lgbtrc/>
10. **Final examination policy.** Policies regarding final examination requirement can be found at: <http://www4.uwm.edu/secu/docs/other/S22.htm>
11. **Publication royalties.** Royalties from the sale of faculty-authored publications to students in their classes are donated to the UWM Foundation–Sociology account to support activities and awards for UWM Sociology students.

**Sociology/Latino Studies 323 is a Cultural Diversity GER course because it addresses the following criteria:**

**1. Students will understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the groups use to describe, explain, and evaluate its/their life experiences over historical time.**

A variety of theoretical approaches or paradigms will be explored such as: assimilation theory; nation-based approaches; class based approaches such as the split-labor, dual labor markets, and neo-Marxist; ethnic enclave perspectives; and also racial formation perspectives that incorporate the role of the state in creating or validating ethnically grounded political movements/organizations. Students will examine and critically analyze the available data and sociological materials on such social institutions as schools, the family, labor markets, and housing so that they can establish the level of economic and social integration achieved by Mexican-Americans, Puerto Ricans, and Cubans in the United States. For example, students should be able to compare and contrast the median family income of Mexican Americans to that of European Americans and determine the relative success or failure the group has experienced vis-á-vis White Americans in the last 40 years.

**2. Students will investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences.**

Students are expected to demonstrate knowledge of the social and economic forces shaping Latino immigration patterns to the United States, the contexts of their reception, and their impact on social, economic and racial stratification. The course will also explore the alternative theories that have been used to explain immigration and assimilation.

**Sociology/Latino Studies 323 is a Social Studies GER course because it addresses the following criteria:**

**1. Students will be able to recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development.**

Students are expected to demonstrate knowledge of the social and economic forces shaping Latino immigration patterns to the United States, the contexts of their reception, and their impact on social, economic and racial stratification. The course will also explore the alternative theories that have been used to explain immigration and assimilation.

**5. Students will be able to critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.**

A variety of theoretical approaches or paradigms will be explored such as: assimilation theory; nation-based approaches; class based approaches such as the split-labor, dual labor markets, and neo-Marxist; ethnic enclave perspectives; and also racial formation perspectives that incorporate the role of the state in creating or validating ethnically grounded political movements/organizations.

**The following UW System Shared Learning Goal will also be evaluated in this course:**

**2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning**

Students will develop the ability to provide critical assessment of scholarship in the field of Sociology, specifically how theoretical formulations and empirical evidence explains the experiences of Latinos in the United States. A short essay exam and a class paper will be used to determine if students can successfully explain and apply the concept of context of reception to the socioeconomic mobility of Latino groups after their initial migration to the United States.

**Assessment of student mastery of GER criteria and UW Shared Learning Goal 2:**

An assignment that will be used to evaluate student mastery of all of the above-listed GER outcomes and UW System Shared Learning Goal 2 is an essay on the immigration patterns of a specific Latino subgroup, part of which brings together the immediate personal motivation for migration against the context of the household unit, local economy, personal networks in the receiving location, and international flows of labor and capital.

I will assess how well the essay shows mastery or achievement of the learning outcomes based on how well sociological models are applied to the immigration patterns observed historically for Mexicans, Puerto Ricans, or Cubans. Specifically, a student must present and apply the following theoretical models: neoclassical or rational choice; world systems theory; and social networks theory. The following standards will be used to measure how well the student demonstrated mastery of the learning outcomes, with 1=failure; 2=basic; 3=excellent; 4=outstanding. Students assessed as having performed in categories 3-4 have achieved the learning objective.

4	3	2	1
Organizes and synthesizes relevant theories to reveal insightful patterns, differences, or similarities related to the immigration patterns of Latino groups. Reveals how context of reception facilitated or hindered assimilation of two or more Latino groups.	Lists and Organizes relevant theories to reveal important patterns, differences, or similarities related to the immigration experiences of Latino groups. Reveals how context of reception facilitated or hindered assimilation of one Latino group.	Lists and Organizes relevant theories, but the organization is not effective in revealing important patterns, differences, or similarities in the immigration experience of Latino groups. Does not mention how context of reception facilitated or hindered assimilation.	Lists relevant theories, but it is not organized and/or is unrelated to migration experiences. Incorrectly applied to a Latino group. Does not mention how context of reception facilitated or hindered assimilation.