

General Education Course Information Sheet

Please submit this sheet for each proposed course

<i>Department & Course Number</i>	Sociology 98T
<i>Course Title</i>	Mexicans, Mexican Americans and Hispanics in the Southwest
<i>Indicate if Seminar and/or Writing II course</i>	Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis _____ X _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course introduces students to the diversity of the Mexican American experience in the United States by comparing the experience of Mexican Americans living in New Mexico to other Mexican-origin populations across the Southwest. We begin by situating the Mexican American experience in political and historical context, as well as discussing the major sociological concepts and theories (e.g. assimilation, racialization, racialized assimilation) that provide a more complete picture of the Mexican American experience. Subsequently, we dive into the various factors (e.g. immigration, intermarriage, socioeconomic status) that create distinct subgroups and experiences among Mexican Americans. The readings are designed to expose students to a range of research methods, including ethnography, interviews and large-scale survey data. Throughout the course, we will discuss the strengths and limitations of research by focusing on the ways in which different methodological approaches can produce different types of knowledge. The course concludes with presentations on the final paper, which will critically evaluate the theories and concepts discussed in class and identify areas for future research in the form of a research proposal. Altogether, the course aims to improve students' ability to critically evaluate immigrant incorporation and race/ethnicity theories using the case of Mexican Americans in order to broaden students' understanding of Mexican Americans as a group and their social, political and economic conditions across the Southwest.

3. List faculty member(s) who will serve as instructor (give academic rank):

Casandra D. Salgado – Teaching Fellow; Professor Vilma Ortiz, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2016-2017	Fall	Winter	Spring
	Enrollment _____	Enrollment _____	Enrollment _____ X _____

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

The course introduces students to the major theories and concepts of immigrant incorporation and race and ethnicity, and improves students' ability to critically evaluate these theories and concepts using the case of Mexican Americans.

- Integrative Learning

The course evaluates the major theories and concepts of immigrant incorporation and race and ethnicity using the case of Mexican Americans. We also discuss the strengths and limitations of research by focusing on the ways in which different methodological approaches can produce different types of knowledge. The course concludes with presentations on the final paper, which allows students to further critically evaluate the theories and methods discussed in class and identify areas for future research in the form of a research proposal.

- Ethical Implications

The course will encourage students to recognize the oversimplifications prevalent in public discourse on the Mexican-origin population by unpacking the historical, political and regional circumstances of the group. Furthermore, the course will help students develop the tools and perspectives to understand the heterogeneity of other racial and ethnic groups in the United States.

- Cultural Diversity

The course will help students develop the tools and perspectives to understand the heterogeneity of other racial and ethnic groups in the United States. As a result, students will be able to understand the various ways in which their social location or personal background compares to the Mexican American experience.

- Critical Thinking

Students will encounter a range of theoretical perspectives and research methods. This seminar will teach students to identify the advantages and disadvantages of each theoretical perspective or methodological approach, and appreciate how each can complement the others.

- Rhetorical Effectiveness

The course offers different activities (i.e. written memos, oral presentations and one research paper) to allow students to actively engage and deepen their understanding of the course material. These activities are key for refining students' critical thinking, writing and oral presentation skills, as well as their intellectual confidence.

- Problem-solving

The course requires that students apply their knowledge of the readings to the discussions in class, as well as produce a final paper in the form of a research proposal that advances the sociological research on Mexican Americans. As a result, students' have the opportunity to consider the relevant theoretical perspectives, methodological approaches and empirical information to address the debates in class, pose questions in class and to design a proposal that addresses existing gaps in the literature.

- Library & Information Literacy

The course requires students to produce a final paper in the form of a research proposal that addresses a theoretical and/or empirical gap in the literature. Students will be able to further develop and apply their library knowledge, as they search, organize and manage articles and books to produce their final paper.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u>N/A</u> | (hours) |
| 3. Labs: | <u>N/A</u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>N/A</u> | (hours) |
| 5. Field Trips: | <u>N/A</u> | (hours) |

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>4</u> | (hours) |
| 3. Group Projects: | <u>N/A</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>N/A</u> | (hours) |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) |
| 6. Written Assignments: | <u>4</u> | (hours) |
| 7. Research Activity: | <u>4</u> | (hours) |

(B) TOTAL Out-of-class time per week **13** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **16** **(HOURS)**

Sociology 98T
Mexicans, Mexican Americans and Hispanics in the Southwest
(Proposed CUTF Syllabus for Spring 2017)

Instructor: Casandra D. Salgado
E-mail: casandrasalgado@ucla.edu
Office Hours: TBD, Haines 109
Course website: TBD

Course Description and Objectives

The main objective of this course is to encourage students to think critically about the ways in which the variation within the Mexican-origin population shapes their complex and diverse experiences in the United States. Because this group includes individuals who were colonized, descendants of immigrants from different historical periods, and contemporary immigrants, the course will pay sensitive attention to how the internal heterogeneity of Mexican Americans affects their distinct patterns of integration into the United States. This course, which assumes no background in the study of racial or ethnic groups, aims to: (1) introduce students to the major theories and concepts of immigrant incorporation and race and ethnicity; (2) improve students' ability to critically evaluate these theories and concepts using the case of Mexican Americans; (3) broaden students' understanding of Mexican Americans as a group and their social conditions across the southwest; (4) provide students insight into the various methodological approaches in sociology; and (5) strengthen students' reading, critical thinking and writing skills, as well as their intellectual confidence.

To accomplish these goals, we will begin with a discussion of the major historical and political events, as well as concepts and theories that provide a more complete understanding of the Mexican American experience. Then, we will dive into examining the various factors that create distinct subgroups and experiences among Mexican Americans. The readings are designed to expose students to a wide-range of research methods, including ethnography, interviews and large-scale survey data. Throughout the course, we will discuss the strengths and limitations of research by focusing on the ways in which different methodological approaches can produce different types of knowledge. We will conclude the course with presentations on the final paper, which will critically evaluate the theories and concepts discussed in class and identify areas for future research in the form of a research proposal.

The course will engage students in graduate-level activities and assignments. Students will take turns each week presenting the class material and leading class discussion, and will write weekly analytic memos. Moreover, students will produce research proposals that improve their ability to critically evaluate theoretical perspectives and concepts, and address the substantive gaps in the literature on their chosen research topic. At the end of the quarter, students will present their research proposals to the class and receive constructive feedback on their individual projects. Moving forward, students may use their research proposals to apply to undergraduate research programs including the Sociology Honors Thesis Program.

Classroom Etiquette

The purpose of this course is to expose you to broad spectrum of ideas and perspectives. Some of these topics—particularly those concerned with race, racism, and immigration—evoke many deep emotional feelings in all of us. I view this course as providing a safe environment where students can express their views and openly debate the complicated and multifaceted aspects of these issues (regardless of one's personal views outside the classroom). Therefore, I encourage you to take this opportunity to discuss these issues in an honest and open manner. I must caution, however, that with this openness comes an important responsibility—that of being respectful of others. While we may disagree and debate, personal attacks on individuals are not allowed. This applies whether the person is an instructor, student or visitor to the class. I am confident that we will all abide by this and look forward to hearing your ideas and opinions and working with you.

Course Assignments and Grading

Students will be evaluated in the following four ways:

1. Class participation – 15%

Students must come to class every week prepared to discuss the required readings. To prepare for discussion, you must carefully read and consider the material in advance. You must also take notes as you read, as note taking will help you better understand and articulate the concepts presented in the material. Please bring the readings and your notes with you to each class, as you will draw from those materials to inform classroom discussion.

2. Leading a class discussion – 10%

Each week, one or two students will lead classroom discussion for a portion of the class time. This will include a short presentation (5-10 minutes) of the readings, including main arguments, methodology and findings. Student leader(s) will then lead a discussion, which may draw on their classmates' analytic memos (below), tie the class readings to current events or facilitate a debate on the competing perspectives in the readings. Please feel free to consult with me if you have questions on how to construct an effective presentation. This portion of the grade will be based on the quality of the presentation, discussion questions and facilitation of discussion.

3. Analytic memos (5 in total) on assigned readings – 30% (6% for each)

For weeks when you are not presenting, you will post on the class website a memo that engages with the assigned readings. The objective of these memos is to begin our class discussions. Your analytic memos will include: (1) a brief summary of the readings and (2) a critical analysis of the readings. A critical analysis of the material entails evaluating the arguments and evidence presented in the readings, and considering how the readings relate to one another.

You are required to complete 5 memos. Each memo should be **2 to 3 pages double-spaced** in length, and posted on the class website (discussion board) by noon 2 days before class. There are 8 weeks (Week 2 through Week 9) available from which you may choose to write 5 memos.

4. Final project: prospectus, research proposal and in-class presentation – 45%

The project consists of four parts:

- Paper prospectus – 5%
- First draft – 10%
- Presentation of project – 5%
- Final research proposal – 25%

I will discuss how to produce a successful research proposal throughout the quarter. In short, students will select a topic covered in class and critically engage with the literature on that topic. Students will need to become familiar with the literature on that subject to: (1) understand the gaps in the literature, and (2) determine the ways in which their proposed research project can further advance the literature on their topic. Together, the research proposal will address the specific ways in which the argument and methods presented in the paper will further our knowledge on the Mexican-origin population in the United States.

Project schedule:

Week 4: Paper Prospectus. This includes your chosen research topic, an annotated bibliography and an outline of your proposed research plan. The annotated bibliography consists of the 5 to 7 most relevant sources you expect to use in your final paper. Your outline includes: (1) a brief introduction to your research topic; (2) an explanation of the importance of your topic and why your topic is worth studying; and (3) a justification of the specific methods you plan to use and why they are appropriate for studying your topic. Note: You must meet with me to discuss your topic before you submit your proposal.

Week 6: First Draft. I will make comments on the content and structure of your paper. I will return your draft the following week so that you have time to respond and incorporate my suggestions into your final paper. The objective of writing a first draft is to improve your revising and writing skills.

Week 7: Feedback First Draft. You will receive comments from me on your first draft. Note: You must meet with me to discuss these comments before you submit your final paper.

Weeks 9 and 10: Presentations. Each student will present a 10-minute synopsis of his/her research project to the class. We will then discuss the strengths and weaknesses of the project as a group. The purpose of the presenting your work is twofold: (1) it will allow you to refine your argument as you prepare for the presentation and (2) it will allow you to get constructive feedback on your final paper.

Finals Week: Final Paper. The final paper should be approximately 15 pages-in-length, double-spaced. Students are expected to show improvement from the first draft of the paper, including addressing my comments on the first draft. Note: Should you wish to develop your proposal into an actual research project, we can certainly discuss applying to undergraduate research programs including the Sociology Honors Thesis Program.

Salgado, Casandra D.

To review, your total course grade will be calculated as follows:

Class participation – 15%
Leading a class discussion – 10%
Analytic memos – 30%
Final project – 45%

Expectations and resources regarding writing assignments

Late Assignment Policy: All students are expected to complete the assignments by the due dates. Exceptions will only be made for illness and other exceptional circumstances confirmed by appropriate documentation. Please consult with me if you have any missing or late assignments.

Academic Integrity: students in this course, as in all courses at UCLA, are expected to maintain the highest standards of academic integrity. Behaviors that violate University policy include cheating, fabrication, plagiarism in written work, and receiving or providing unauthorized assistance. You are expected to be familiar with UCLA's standards of academic integrity. Please refer to the "Student Guide to Academic Integrity," which is available for your review at: <http://www.deanofstudents.ucla.edu/Portals/16/Documents/StudentGuide.pdf>. If you have questions about specific assignments, be sure to check with the instructor.

The Student Writing Center: The Student Writing Center offers undergraduates one- on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor the appointments to the concerns of each writer. Fifty-minute, one-on-one scheduled appointments are offered in-person and online. Shorter, drop-in appointments are also available on a first-come, first-served basis. To view hours or schedule an appointment, visit www.wp.ucla.edu. UCLA's Student Writing center is located in A61 Humanities. Telephone: 310-206-1320. Email: wcenter@ucla.edu.

Writing Success Program: Located in the Student Activities Center (SAC), Room 105. Drop-in Counseling hours are available here: wspucla.wordpress.com/drop-in-hours/. Additional writing resources and support are provided on their blog: www.wspucla.wordpress.com.

Accommodations for Students with Disabilities: If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310-825-1501/TDD: 310-206-6083. Website: www.osd.ucla.edu.

Course Schedule

If page numbers are not specified in bold, then students should read the entire article or chapter.

Week 1: Introduction

Conceptualizing Mexican Americans
Multiple streams of U.S. incorporation
Migrant selectivity, immigrant generation and birth cohort

Required Readings:

- Penalosa, Fernando. 2001. "Toward an operational definition of the Mexican American." Pp. 11-23 in *The Chicano studies reader: An anthology of Aztlan, 1970-2000*, edited by Chon Noriega. UCLA Chicano Studies Research Center: Los Angeles.
- Jimenez, Tomas and David Fitzgerald. 2007. "Mexican Assimilation: A Temporal and Spatial Reorientation." *Du Bois Review* 4(2): 337-354.

Optional Readings:

- Zavella, Patricia. 1991. Reflections on Diversity among Chicanas. *A Journal of Women Studies* 12 (2): 73-85
- Gonzalez-Barrera Ana and Mark Lopez. 2013. "A demographic portrait of Mexican-origin Hispanics in the United States." Washington, DC: Pew Research Center.

Week 2: Historical and Political Processes

Mexican Americans in comparative historical context
Boundary scholarship and racial categories
Mexican Americans, the legal system and whiteness

Required Readings:

- Fox, Cybelle and Thomas Guglielmo. 2012. "Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945." *American Journal of Sociology* 118(2): 327-379.
- Martinez, George. A. 1997. "The legal construction of race: Mexican Americans and whiteness." *Harvard Latino Law Review* 2(Fall): 321-347.

In-class film: "Taking Back the Schools" from *Chicano! History of the Mexican American Civil Rights Movement* (30 minute segment)

Optional Readings:

- Gonzales, Phillip B. 2003. "Struggle for survival: the Hispanic land grants of New Mexico, 1848-2001." *Agricultural History* 77(2): 293-324.

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- Gross, Angela. 2003. Texas Mexicans and the politics of whiteness. *Law and History Review* 21(1): 195-205.

Week 3: Assimilation, Theories and Debates

Classical and neoclassical assimilation perspectives
Measurable assimilation outcomes (e.g. martial, socioeconomic, identificational)
Intra-group heterogeneity in education, intermarriage and geographic mobility

Required Readings:

- Alba, Richard and Victor Nee. 1997. "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review* 31(4): 826-874.
- Alba, Richard, Tomas Jimenez and Helen Marrow. 2014. "Mexican Americans as a paradigm for contemporary intra-group heterogeneity." *Ethnic and Racial Studies* 37(3): 446-466.

Optional Readings:

- Brown, Susan K. 2007. "Delayed Spatial Assimilation: Multi-Generational Incorporation of the Mexican-Origin Population in Los Angeles." *City & Community* 6(3):193–209.
- Portes, Alejandro and Min Zhou. 1993. The New Second Generation: Segmented Assimilation and Its Variants. *Annals of the American Academy of Political and Social Science* 530 (November): 74-96.

Week 4: Race and Racism, Theories and Debates

Erosion and maintenance of racial boundaries
Race as a social construction
Racial actors, institutions and classifications

Required Readings:

- Telles, Edward and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation. – **Chapter 2 "Theoretical Background" Pp. 21-43**
- Massey, Douglas. 2009. "Racial formation in theory and practice: The case of Mexicans in the United States." *Race and Social Problems* 1(1): 12-26.

Optional Readings:

- Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3): 465-80.
- Feagin, Joe R., and Jose A. Cobas. 2015. *Latinos facing racism: Discrimination, resistance, and endurance*. London, UK: Routledge.

Week 5: Ethnic and Racial Identity

Mexican immigrant replenishment
Symbolic, optional and consequential identities
Regional variation in ethnic labeling

Required Readings:

- Ortiz, Vilma and Edward Telles. 2012. "Racial Identity and Racial Treatment of Mexican Americans." *Race and Social Problems* 4(1): 41-56.
- Jimenez, Tomas. 2010. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* 113(6): 1527-67. **Pp. 1536-1562**
- Gonzales, Phillip B. 1997. "The categorical meaning of Spanish American identity among blue-collar New Mexicans." *Hispanic Journal of Behavioral Sciences* 19(2): 123-136.

Optional Readings:

- Smith, Robert C. 2014. "Black Mexicans, conjunctural ethnicity and operating identities: long-term ethnographic analysis." *American Sociological Review* 79(3): 517-48.
- Vasquez, Jessica M. 2010. "Blurred borders for some but not others: Racialization, flexible ethnicity, gender, and third-generation Mexican American identity." *Sociological Perspectives* 53(1): 45-72.

Week 6: Education

Educational attainment over generations
Racial differences in educational experiences
Individual and group-level arguments for disparities in educational outcomes

Required Readings

- Telles, Edward and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York, NY: Russell Sage Foundation. – **Chapter 5 "Education" Pp. 108-134**
- Ochoa, Gilda L. 2013. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. Minneapolis, MN: University of Minnesota Press. – **Chapter 1 "Framing the 'Gap': Dominant Discourses of Achievement" Pp. 21-56**

In-class film: *Precious Knowledge* (30 minute segment)

Optional Readings:

- Salgado, Casandra D. 2015. "Racial lessons: Parental narratives and secondary schooling experiences among second- and third-generation Mexican Americans." *Race and Social Problems* 7(1): 60-72.

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- Smith, Robert C. 2002. "Gender, ethnicity, and race in school and work outcomes of second-generation Mexican Americans" Pp.110-25 in *Latinos: Remaking America* edited by Marcelo M. Suarez-Orozco and Mariela M. Paez. Berkeley, CA: University of California Press.

Week 7: Wealth and Economic Well-being

Racial differences in wealth accumulation
Family financial obligations and upward mobility
Race and class experiences

Required Readings:

- Keister, Lisa, Jody Agius Vallejo and E. Paige Borelli. 2015. "Mexican American Mobility: Early Life Processes and Adult Wealth Ownership." *Social Forces* 93(3): 1015-1046.
- Agius Vallejo, Jody and Jennifer Lee. 2009. "Brown picket fences: The immigrant narrative and 'giving back' among the Mexican-origin middle class." *Ethnicities* 9(1): 5-31.

Optional Readings:

- Flores, Glenda Marisol. 2011. "Racialized tokens: Latina teachers negotiating, surviving and thriving in a white woman's profession." *Qualitative Sociology* 34(2): 313-335.
- Tippet et al. 2014. "Beyond Broke: Why Closing the Racial Wealth Gap is a Priority for National Economic Security." Washington, DC: Center for Global Policy Solutions

Week 8: Intermarriage

Whitening hypothesis
Boundary blurring over generations
Marital and structural assimilation

Required Readings:

- Lichter, Daniel T, Julie Carmalt and Zhenchao Qian. 2011. "Immigration and intermarriage among Hispanics: Crossing racial and generational boundaries." *Sociological Forum* 26(2): 241-264.
- Vasquez, Jessica. 2014. "The Whitening Hypothesis Challenged: Biculturalism in Latino and Non-Hispanic White Intermarriage." *Sociological Forum* 29(2): 386-407.

Optional Readings:

- Feliciano, Cynthia, Rennie Lee and Belinda Robnett. 2011. "Racial Boundaries Among Latinos: Evidence from Internet Daters' Racial Preferences." *Social Problems* 58(2): 189-212.
- Lee, Jennifer, and Frank D. Bean. 2009. "A Postracial Society or a Diversity Paradox? Race, Immigration, and Multiraciality in the 21st Century." *Du Bois Review* 9 (2): 1-19.

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Week 9: Membership and Belonging

Nationality and Ethnicity
Cultural Membership
Mexican immigrant dissociation

Required Readings:

- Horton, Sarah. 2001. "Where is the 'Mexican' in 'New Mexican'?" Enacting history, enacting dominance in the Santa Fe fiesta." *The Public Historian* 23(4): 41-54.
- Vega, Irene I. 2014. "Conservative Rationales, Racial Boundaries: A Case Study of Restrictionist Mexican Americans." *American Behavioral Scientist* 58(3): 1-20.

In-class activity: Begin Student Presentations

Optional Readings:

- Horton, Sarah. 2002. "New Mexico's Cuarto Centenario and Spanish American Nationalism: collapsing past conquests and present dispossession." *Journal of the Southwest* 44(1): 49-60.
- Garcia-Bedolla, L. 2003. The identity paradox: Latino language, politics, and selective dissociation. *Latino Studies* 1(2): 264-283.

Week 10: Hispanics and the U.S. Census

Should Hispanics be counted as a race?

Required Readings:

- Gomez, Laura E. 2007. *Manifest destinies: The making of the Mexican American race*. New York: New York University Press. – **"Epilogue" Pp. 149-162**

Optional Reading:

- Dowling, Julie A. 2014. *Mexican Americans and the question of race*. Austin, Texas. University of Texas Press.
- Tafoya, Sonya. 2004. Shades of belonging: Latino and Racial Identity. *Pew Hispanic Research Center*. <http://www.pewhispanic.org/2004/12/06/shades-of-belonging/>

In-class activity: Continue Student Presentations

READING LIST

- Agius Vallejo, Jody and Jennifer Lee. 2009. "Brown picket fences: The immigrant narrative and giving back among the Mexican-origin middle class." *Ethnicities* 9(1): 5-31.
- Alba, Richard and Victor Nee. 1997. "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review* 31(4): 826-874
- Alba, Richard, Tomas Jimenez and Helen B. Marrow. 2014. "Mexican Americans as a paradigm for contemporary intra-group heterogeneity." *Ethnic and Racial Studies* 37(3): 446-466.
- Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3): 465-80.
- Brown, Susan K. 2007. "Delayed Spatial Assimilation: Multi-Generational Incorporation of the Mexican-Origin Population in Los Angeles." *City & Community* 6(3): 193-209.
- Dowling, Julie A. 2014. *Mexican Americans and the question of race*. Austin, TX: University of Texas Press.
- Feagin, Joe R., and Jose A. Cobas. 2015. *Latinos facing racism: Discrimination, resistance, and endurance*. New York: Routledge.
- Feliciano, Cynthia, Rennie Lee and Belinda Robnett. 2011. "Racial Boundaries Among Latinos: Evidence from Internet Daters' Racial Preferences." *Social Problems* 58(2) 189–212.
- Flores, Glenda Marisol. 2011. "Racialized tokens: Latina teachers negotiating, surviving and thriving in a white woman's profession." *Qualitative Sociology* 34(2): 313-335.
- Fox, Cybelle and Thomas A. Guglielmo. 2012. "Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890–1945." *American Journal of Sociology* 118(2): 327-379.

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Horton, Sarah. 2002. "New Mexico's Cuarto Centenario and Spanish American Nationalism: collapsing past conquests and present dispossession." *Journal of the Southwest* 44(1): 49-60.

Garcia-Bedolla, L. 2003. The identity paradox: Latino language, politics, and selective dissociation. *Latino Studies* 1:264-283.

Gomez, Laura E. 2007. *Manifest destinies: The making of the Mexican American race*. New York: New York University Press.

Gonzales, Phillip B. 2003. "Struggle for survival: the Hispanic land grants of New Mexico, 1848-2001." *Agricultural History* 77(2): 293-324.

Gonzales, Phillip B. 1997. "The categorical meaning of Spanish American identity among blue-collar New Mexicans." *Hispanic Journal of Behavioral Sciences* 19(2): 123-136.

Gonzalez-Barrera Ana and Mark Lopez. 2013. "A demographic portrait of Mexican-origin Hispanics in the United States." Washington, DC: Pew Research Center.

Gross, Angela. (2003). "Texas Mexicans and the politics of whiteness." *Law and History Review*, 21(1), 195-205.

Jimenez, Tomas and David Fitzgerald. 2007. "Mexican Assimilation: A Temporal and Spatial Reorientation." *Du Bois Review: Social Science and Research on Race* 4(2): 337-354.

Jimenez, Tomas. 2010. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* 113(6): 1527-67.

Keister, Lisa, Jody Agius Vallejo and E. Paige Borelli. 2015. "Mexican American Mobility: Early Life Processes and Adult Wealth Ownership." *Social Forces* 93(3): 1015-1046.

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- Lee, Jennifer, and Frank D. Bean. 2009. "A Postracial Society or a Diversity Paradox? Race, Immigration, and Multiraciality in the Twenty-first Century." *Du Bois Review* 9 (2):1-19.
- Lichter, Daniel T., Julie H. Carmalt, and Zhenchao Qian. 2011. "Immigration and Intermarriage Among Hispanics: Crossing Racial and Generational Boundaries." *Sociological Forum* 26(2): 241-264.
- Martinez, George. A. 1997. "The legal construction of race: Mexican Americans and whiteness." *Harvard Latino Law Review* 2(Fall): 321-347.
- Massey, Douglas. S. 2009. Racial formation in theory and practice: The case of Mexicans in the United States. *Race and Social Problems* 1:12-26.
- Ochoa, Gilda L. 2013. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. Minneapolis, MN: University of Minnesota Press.
- Ortiz, Vilma and Edward Telles. 2012. "Racial Identity and Racial Treatment of Mexican Americans." *Race and Social Problems* 4(1):41-56.
- Penalosa, Fernando. 2001. "Toward an operational definition of the Mexican American." Pp. 11-23 in *The Chicano studies reader: An anthology of Aztlan, 1970-2000*, edited by Chon Noriega. UCLA Chicano Studies Research Center: Los Angeles.
- Portes, Alejandro and Min Zhou. 1993. "The new second generation: Segmented assimilation and its variants." *Annals of the American Academy of Political and Social Science* 530 (November): 74-96.
- Qian, Zhenchao and Jose A. Cobas. 2004. "Latinos' Mate Selection: National Origin, Racial, and Nativity Differences." *Social Science Research* 33: 2: 225-247.

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Salgado, Casandra D. 2015. "Racial lessons: Parental narratives and secondary schooling experiences among second- and third-generation Mexican Americans." *Race and Social Problems* 7(1): 60-72.

Smith, Robert C. 2002. "Gender, ethnicity, and race in school and work outcomes of second generation Mexican Americans" Pp.110-25 in *Latinos: Remaking America* edited by Marcelo Suarez-Orozco and Mariela Paez. Berkeley, CA: University of California Press.

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New Course Proposal

	Sociology 98T	
	Mexicans, Mexican Americans, and Hispanics in the Southwest	
<u>Course Number</u>	Sociology 98T	
<u>Title</u>	Mexicans, Mexican Americans, and Hispanics in the Southwest	
<u>Short Title</u>	MXCNS&HSPNCS-STHWST	
<u>Units</u>	Fixed: 5	
<u>Grading Basis</u>	Letter grade only	
<u>Instructional Format</u>	Seminar - 3 hours per week	
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]	
<u>GE Requirement</u>	Yes	
<u>Major or Minor Requirement</u>	No	
<u>Requisites</u>	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.	
<u>Course Description</u>	We explore the extent to which Mexican Americans in New Mexico are exceptional from other Mexican Americans, given their persistent claim to Spanish heritage, and long history in New Mexico. Major themes include: identity, immigration attitudes, intermarriage and economic conditions.	
<u>Justification</u>	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
<u>Syllabus</u>	File SOC 98T Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.	
<u>Supplemental Information</u>	Professor Vilma Ortiz is the faculty mentor for this course.	
<u>Grading Structure</u>	Participation - 15% Leading Discussion - 10% Analytic Memos - 30% Final Project - 45%	
<u>Effective Date</u>	Spring 2017	
<u>Discontinue Date</u>	Summer 1 2017	
<u>Instructor</u>	Name Casandra Salgado	Title Teaching Fellow
<u>Quarters Taught</u>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
<u>Department</u>	Sociology	
<u>Contact</u>	Name MICHELLE CHEN	E-mail mchen@oid.ucla.edu
<u>Routing Help</u>		

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 8/12/2016 12:49:41 PM

Changes: Title, Short Title

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Approved on 8/11/2016 3:57:53 PM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173

Status: Approved on 7/28/2016 9:42:26 AM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 7/27/2016 4:10:00 PM

Changes: Supplemental Info

Comments: Routing to Joe Bristow for FEC approval.

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 7/13/2016 4:06:05 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 7/13/2016 3:57:02 PM

Comments: Initiated a New Course Proposal

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