

POLS 250: Latino Politics (Spring 2018)

Monday, Wednesday, & Friday 9:00-9:50am

Classroom: CSB 272

Instructor: Andre P. Audette

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Andre's Office: CSB 330

Office Hours: 1:30-3 MWF, 11-12:30 TR, and by appointment

*"Latino power is rooted in history and tradition...Latino power is ahora—now...And Latino power is our future." – Juana Bordas in *The Power of Latino Leadership**

Course Description

Latinos are numerically the fastest growing racial and ethnic group in the United States. Because of this, each election cycle the news media, political consultants, and politicians herald that Latinos will "choose the next president" or otherwise wield enormous political power. Outside of these claims, however, little is done to actually try to understand this critical demographic group. This course is for all students who want to learn more about who Latinos are and how their political attitudes and behaviors may change the U.S. political system. We will survey topics in public policy, political activism, and social identity, among others, to gain a broad introduction to Latinos' current and potential political influence. Ultimately, we seek to answer how Latinos have influenced American politics in the past, how they are currently influencing American politics, and how they will influence American politics in the future.

Course Objectives

After successfully completing this course, you will be able to:

- Understand how different Latino groups approach identity, policy issues, and political engagement
- Define and critically evaluate major concepts in the study of Latino politics
- Identify how Latino politics is different from or similar to the politics of other social groups
- Articulate what role Latinos will play in the future of American politics
- Better synthesize and intelligently express your own points of view, both orally and in writing

Required Texts

The following book is available in the campus bookstore or through other online retailers:

- García, John A. 2017. *Latino Politics in America: Community, Culture, and Interests*. 3rd edition. Rowman & Littlefield.

All other course materials will be made available on Moodle or by email.

Course Requirements

To help you achieve the course objectives, final grades will be assessed through the following evaluations:

- 2 exams (10% each, 20% total)
- Your choice of 5 response papers (5% each, 25% total)
- Discussion leader and extended response paper (15%)
- Final paper (30%)
- Participation (10%)

Further information on these course requirements will be distributed in class

Exams

There will be two in-class, closed-book exams this semester. They are not cumulative and will include fill-in-the-blank, multiple choice, short answer, and essay questions. Exams will cover material from lectures, reading assignments, and discussion.

Response papers

In the course schedule listed below you will find questions that will guide our weekly discussions. In about 2 double-spaced pages, response papers should respond to the question and demonstrate your understanding of the readings/discussion and your ability to apply them to current political debates. The main focus should your analysis and opinion, with evidence, and not summary of the readings. You are not required to do any outside research, but please cite your sources if you do.

Response papers are due via email and as a hard copy before class the Monday after the question is listed. You may choose to write up to 6 response papers and I will count the top 5 scores. You may not write one of the response papers the week you are a discussion leader (see next page).

Discussion leader and extended response paper

In the first week of class, you will sign up to lead a short class discussion on one of the weekly questions listed on the course schedule. Up to two students may be a discussion leader in a given week, and each student should plan to lead discussion for about 10-15 minutes. Discussion can focus on points made in the reading, related current events or debates, how the topic relates to previous ones, or other (relevant) directions you would like to take the conversation. Note that I am happy to help you prepare for your discussion in my office hours.

After leading the discussion for the week, you will write a longer (about 5 double-spaced pages) response paper that includes additional outside research on the topic. Your objective is the same – to respond to the question with evidence supporting your argument – but including evidence from other academic, news, and opinion sources. Be sure to cite those sources in a works cited page. Just like the other response papers, the extended response paper is due via email and as a hard copy the Monday after the question is listed.

Final Paper

The major question of this class is how Latinos have influenced American politics in the past, how they are currently influencing American politics, and how they will influence American politics in the future. In around 7-8 double-spaced pages, you should respond to this question by drawing on our course readings and discussion as well as your own outside research. The paper should be turned in via email and as a hard copy in class as listed below.

Participation

A large part of our class will be based on discussion; therefore, it is essential that you come to class ready to actively participate. This includes (but is not limited to): attending class regularly, carefully reading the assigned texts, sharing your thoughts, opinions, and insights in discussion, considering and raising opposing viewpoints, engaging in respectful dialogue with others, listening attentively to others' perspectives, and following the discussion policies listed in this syllabus. Additionally, there may be short daily homework or participation quizzes. You will receive an advisory midterm participation grade to help you assess where you are at halfway through the course.

Course Engagement Expectations

- Classroom activities (2.5 hours/week)
- Reading and class prep (6 hours/week)
- Papers (2.5 hours/week)
- Exam prep (1 hour/week)

Total: 12 hours/week

Grade Scale

A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (<60)

Course Policies and Additional Resources

Academic Honesty

It is your responsibility to be familiar with and uphold the academic honesty policy of MC, as defined in the Scots Guide (<http://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>). Any student found to have violated these policies of academic integrity will receive a failing grade on the assignment and may be subject to further penalties by the College, including suspension or expulsion. If you have any questions about avoiding plagiarism or any of the other policies, please come talk to me.

Late Work/Extra Credit

An important part of academic and career preparation is the ability to meet deadlines and fulfill the requirements of your work. Therefore, late assignments will be subject to a half-letter grade reduction for every 0-24 hour period that the assignment is late. Additionally, there will be no extra credit given on an individual basis.

Laptops and Electronic Devices

Unless instructed otherwise, you are permitted to use laptops in class for note-taking purposes only. Cell phones and other electronics should be put away during class. To do otherwise detracts not only from your learning, but from other students' as well.

Attendance

Class attendance is expected, but not required, in this course. Beware that it is difficult to pass this course if you have a number of unexcused absences, as it is impossible to participate if you do not attend class or make other arrangements with me. Furthermore, you are responsible for all of the material covered in class, and it is thus in your best interest to attend every class. If you must miss a class, it is your responsibility to get notes from another student and to contact me about any makeup work.

Discussion Policies

The goal of discussion is to understand and learn from the viewpoints and experiences of others in order to better understand our own opinions and the functioning of the world around us. Specifically, our goal in this course is to consider various components of and to think critically about American democracy. Just as multiple voices are necessary for a healthy democracy, your participation is important for the learning experiences of your fellow classmates and your instructor. Therefore, participation will be graded on the quality, and not just quantity, of your contribution to this endeavor. To create an

environment where everyone has the opportunity to participate, respect for individual differences and viewpoints will be maintained at all times. In sum, you are allowed and encouraged to disagree with other students, the professor, or the texts, but disagreement should always be expressed in a respectful manner inside and outside of the classroom.

Exceptions, Extensions, and Exemptions

Exceptions to the policies and schedule on this syllabus are granted only in the cases of a true emergency. Please make arrangements with me if an emergency arises.

Disabilities and Learning Differences

Any student who feels they may need support or accommodation for a disability should visit the Teaching and Learning Center on the 2nd floor of Poling Hall to establish eligibility and coordinate reasonable accommodations. I am happy to work with you and Disability Services to provide those accommodations. For more information, visit:

<http://ou.monmouthcollege.edu/life/disability-services/default.aspx>.

Writing Center and Tutoring – take advantage of these resources!!

The Writing Center offers unlimited, free peer tutoring sessions for MC students. Peer writing tutors are trained to work with writers from any major of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary!

You can also make an appointment with a Teaching and Learning Center tutor or stop by during drop-in hours. Information about tutoring services is available at:

<http://ou.monmouthcollege.edu/academics/teaching-learning-center/tutoring.aspx>.

Counseling Services

Counseling Services assists students in addressing personal, social, career, and study problems that can interfere with your academic progress and success. All services are free and can include individual and group counseling, crisis consultations, and wellness groups. The Counseling Center is located in the lower level of Poling Hall, and appointments can be made by calling Student Affairs at x2114 or by email to hfisher@monmouthcollege.edu or cbeadles@monmouthcollege.edu. You can find more info online at:

<https://ou.monmouthcollege.edu/life/counseling-services/appointments.aspx>.

Syllabus Changes

I reserve the right to make changes to the syllabus or the course schedule if it will benefit all students. Advance notice will be provided for any changes.

Questions, Concerns, Comments

If you have any questions at any point, please do not hesitate to contact me! I encourage you to come to my office hours even if you just want to discuss politics or some other subject, and I can set up appointments if you are unable to meet during the scheduled times. (Please try to give me at least 24 hours notice if you'd like to make an appointment.)

Course Outline and Schedule

*Reading assignments are to be completed before the date they are listed.

*Please bring all assigned readings to class (paper or electronic).

Who are Latinos and why study Latino politics?

Monday, Jan. 15th

- Introductions, numbers game, and syllabus

Wednesday, Jan. 17th

- "Are Hispanics the New Mainstream?" (Arreola & Altamirano)
- "Babies of Color Are Now the Majority, Census Says" (Yoshinaga)
- "Key Facts About How the U.S. Hispanic Population is Changing" (Krogstad)
- Excerpts from *Latino America* (Barreto & Segura)

Friday, Jan. 19th

- García chapter 1
- "A Politician Walks Into King Taco...A Look at the Political Term 'Hispandering'" (Meraji)
- "Political Parties Must Do A Better Job of Understanding Latino-Americans" (Golden-Vazquez)

Week 1: What term(s) should we use to best describe this social group?

Monday, Jan. 22nd

- García chapters 2-3

Wednesday, Jan. 24th

- Listen to "Latinx: The Ungendering of the Spanish Language" (Latino USA)
- "What Does Latinx Mean? A Look at the Term That's Challenging Gender Norms" (Padilla)

Friday, Jan. 26th

- García chapter 4

Week 2: How should the Census classify Latinos? Are they a racial group, an ethnic group, or another type of social group? Should it track citizenship?

Monday, Jan. 29th

- García chapter 5
- “Fix the Census’ Archaic Racial Categories” (Prewitt)
- “Seeking Better Data on Hispanics, Census Bureau May Change How It Asks About Race” (Cohn)

Wednesday, Jan. 31st

- “Are Brazilians Latinos? What Their Identity Struggle Tells Us About Race in America” (Negrón-Muntaner)
- “Jeb Bush Listed Himself as ‘Hispanic’ on Voter Form” (Rappeport)
- “Languages of Race – Politics of Difference” (Hattam)

Friday, Feb. 2nd

- “Critics Say Questions About Citizenship Could Wreck Chances for an Accurate Census” (Wines)
- “Here’s How We Can Be Confident There Are 11 Million Undocumented Immigrants in the U.S.” (Bump)

Week 3: Are Latinos a “sleeping giant?” What factors affect political participation rates? What could be done to increase participation/“wake the sleeping giant?”

Monday, Feb. 5th

- García chapters 6-7

Wednesday, Feb. 7th

- “27 Million Potential Hispanic Votes. But What Will They Really Add Up To?” (Valdes)

Friday, Feb. 9th

- “How Puerto Ricans Who Fled Hurricanes Could Impact 2018 Elections” (Elias)
- “How to Measure Latino Influence: A New Quantitative Model” (Barreto)
- “If the Latino Vote is Taken For Granted, the Sleeping Giant Will Never Awaken” (Cepeda)
- Excerpts from Andre’s dissertation (sorry!)

Week 4: Are Latinos Republicans and they just don't know it? Did they actually turn out to vote for Trump in 2016? Could Republicans ever win Latino votes?

Monday, Feb. 12th

- “Are Latinos Republicans But Just Don’t Know It? The Latino Vote in the 2000 and 2004 Presidential Election” (de la Garza & Cortina)
- “The GOP’s Hispanic Opportunity” (Campos-Duffy)
- Excerpts from 2012 Republican Party “Growth & Opportunity Project” report

Wednesday, Feb. 14th

- “Me Gusta Trump: Portrait of a Hispanic Trump Voter” (Krauze)
- For at least 1 hour, read and take notes on everything you can find about Latinos in the 2016 Presidential Election

Friday, Feb. 16th

- Excerpt from “Competitive Parties and the ‘Invisibility’ of Captured Groups” (Frymer)
- Excerpt from *Why Americans Don’t Join the Party* (Hajnal & Lee)

Week 5: In the current political climate, would you devote more resources to working for political change “within the system” or “outside the system?” Should a candidate’s racial identity ever matter for vote choice? When is protesting an effective tactic?

Monday, Feb. 19th

- “The Effect of Descriptive Representation on Latinos’ Views of Government and of Themselves” (Sanchez & Morin)
- “Latino Representation in Congress: To What Extent Are Latinos Substantively Represented?” (Casellas)

Wednesday, Feb. 21st

- García chapter 8
- “Representation by Other Means: Mexican American and Puerto Rican Social Movement Organizations” (Marquez & Jennings)

Friday, Feb. 23rd

- “Mobilization, Participation, and *Solidaridad*: Latino Participation in the 2006 Immigration Protest Rallies” (Barreto et al.)
- Read or listen to “Hundreds of Thousands Marched for Immigrant Rights a Decade Ago. What’s Happened Since?” (Gonzalez)

Midterm Week

Monday, Feb. 26th

- Review of what we've learned so far

Wednesday, Feb. 28th

- **EXAM 1**

Friday, March 1st – Friday, March 9th – **NO CLASSES (SPRING BREAK)**

Week 6: Is Huntington correct about Latino immigration? Why or why not? What immigration reforms are necessary, desirable, practical, and politically feasible?

Monday, March 12th

- “The Hispanic Challenge” (Huntington)

Wednesday, March 14th

- Introduction and epilogue to *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Ngai)
- Table 1.1 from *Dividing Lines: The Politics of Immigration Control in America* (Tichenor)
- For at least 1 hour, read and take notes on everything you can find about current immigration policy and proposals, including DACA, the DREAM Act, and others

Friday, March 16th

- García chapter 9

Week 7: What policy issues do Latinos think are most important for their community? For the U.S. as a whole? How do those issues impact their participation in the process?

Monday, March 19th

- “The Economy is a Top Issue for Latinos, and They’re More Upbeat About It” (Krogstad)
- “Latino Priorities for the Trump Administration and Congress in 2017” (Pew Research Center)
- Excerpts from “Latino Issues and Policy Preferences” (Fraga et al.)

Wednesday, March 21st

- García chapter 10

Friday, March 23rd

- “Latino Environmental Attitudes” (Barreto et al.)
- Watch the poem “Beloved, Or If You Are Murdered Tomorrow” (Acevedo)

Week 8 (continues through next week): What potential partners could Latinos build political coalitions with? Should resources be devoted to building political capital and community among Latinos? With other minority groups?

Monday, March 26th

- García chapter 11
- “Cracks in the Rainbow: Group Commonality as a Basis for Latino and African-American Political Coalitions” (Kaufmann)

Wednesday, March 28th

- “Latina/o Identities: Social Diversity and U.S. Politics” (Schmidt et al.)
- “Latino Group Consciousness and Perceptions of Commonality with African Americans” (Sanchez)

Friday, March 30th – Monday, April 2nd – **NO CLASSES (EASTER BREAK)**

Wednesday, April 4th

- “A Place at the Lunch Counter: Latinos, African Americans, and the Dynamics of American Race Politics” (Rodrigues & Segura)
- “The Barriers to Black-Brown Unity” (Muwakkil)
- “Black-Brown Coalitions Are Tough to Sustain” (Martin)

Friday, April 6th

- “Intergroup Relations and Coalition Building” (Abrajano & Alvarez)
- Listen to or read “Asian-Latino Coalition Aims to Register Minority Voters in Nevada” (Kaufman)

Week 9: How do historical factors and policies impact present-day Latino politics? How well do the broader political science theories of Latino politics explain the present-day situation?

Monday, April 9th

- Research and prepare a short presentation on an individual who has significantly impacted Latino politics

Wednesday, April 11th

- Treaty of Guadalupe Hidalgo
- The Cuban Adjustment Act
- 2007 Report by the President’s Task Force on Puerto Rico’s Status

Friday, April 13th

- Excerpts from *Latinos and the U.S. Political System: Two-Tiered Pluralism* (Hero)

Week 10: How are Latinos affected by politics at the state and local level? How do they impact politics on these levels? What opportunities and challenges exist for greater political influence in less centralized levels of government?

Monday, April 16th

- “All Immigration Policy Is Local: The Day Labor Ordinance in Vista, California” (Danielson)
- “Immigration Policy Activism in U.S. States and cities: Interdisciplinary Perspectives” (Varsanyi)
- “Partisanship, Not Spanish: Explaining Municipal Ordinances Affecting Undocumented Immigrants” (Ramakrishnan & Wong)

Wednesday, April 18th

- Introduction and conclusion to “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition” (Hopkins)
- “The Institutional and Demographic Determinants of Latino Representation” (Casellas)

Friday, April 20th

- “Children in Disadvantaged Neighborhoods are More Likely to See Their Local Schools Close” (Lee & Lubienski)
- Excerpts from *Examining Latino Representation on California’s School Boards* (Neiman et al.)

Week 11: How will changing demographics within the Latino population (including location, religion, age, generation, and others) affect their political power?

Monday, April 23rd

- García chapter 12
- “Latino Identity Fades As Immigrant Ties Weaken, Study Finds” (Wang)
- Excerpts from *Latino Protestants in America: Growing and Diverse* (Mulder et al.)

Wednesday, April 25th

- “How Latinos are Saving Iowa” (Vasilogambros)
- “Latino Mobilization in New Immigrant Destinations: The Anti-H.R. 4437 Protest in Nebraska’s Cities” (Benjamin-Alvarado et al.)

Friday, April 27th

- “Latinos and the Future of American Politics” (Fraga et al.)

Latinos: the past, present, and future of American politics?

Monday, April 30th

- **Final paper due**

Wednesday, May 2nd

- Review of the semester and for the final exam

The End ☹

Tuesday, May 8th

- **EXAM 2 at 6:30pm in our normal classroom**