

PSC 219 | AMS 394
LATINO POLITICS

Topics in American Politics, Institutions, and Values
Autumn 2019

Dr. Joe R. Tafoya
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Class Number: 16394

Class Hours: MW 1:00-2:30pm

Class Location: Schmitt Academic Center Room 280

Office Hours: MW 2:30-3:00pm & by appointment on bluestar

Office Location: 990 W. Fullerton Room 2208

Welcome to *Latino Politics*. This course is an introduction to the political experience of Latino/Latinx/Hispanic populations in the United States. It approaches Latino Politics by tracing the development of Mexican American, Puerto Rican, Cuban American, Dominican, and Central American groups in this country from historical to contemporary times. We will begin by discussing and defining political identity. What does it mean to be Latino? How are Latinos socialized to the U.S.? We then discuss Latino political history. How did U.S. intervention abroad and discrimination in the U.S. during the 19th and 20th centuries form a shared experience? Our discussion then moves to civil rights. How did community organization and activism bring Latino national groups to the American political community? The course culminates with a review of contemporary controversies over immigration, political culture, and political participation. Why do Latinos remain politically distinct from others like Black or White Americans? Is Latino political expression limited? Students will experience that Latino inputs into the political system are deeply rooted in the American experience with hope for the future embedded in demographic changes.

REQUIRED READING

1. García Bedolla, Lisa. 2014. *Latino Politics* (2nd Edition). Malden: Polity Press. ISBN-10: 0745665004
2. Gonzalez, Juan. 2011. *Harvest of Empire: A History of Latinos in America* (Revised Edition). Penguin Books. ISBN-10: 0143119281
3. Additional articles accessible via D2L. The professor will announce additions to the syllabus in class, update the syllabus, and provide notification of updates via email.

COURSE OBJECTIVES

By the end of this quarter, students should be able to communicate an understanding of Latinos in the U.S. Our goals are to unpack, disentangle, and evaluate:

- (A) socially constructed notions of racial and ethnic identity, particularly Latino
- (B) the diversity of experiences among Latino national groups and Latinas and Latinos
- (C) grievances, demands, and successes of Latino civil rights movements
- (D) contemporary issues with immigration and incorporation into the political community

COURSE REQUIREMENTS/EXPECTATIONS

1. **Attendance and Participation:** Arrive on time, put all handheld devices on silent, be prepared to take notes, and be ready to actively discuss topics and readings assigned for each class day. Quality participation involves attentiveness, active listening, and thoughtful responses or questions.
2. **Civil Discourse:** civil discourse is engagement in conversation intended to enhance understanding. Our discussion of controversial political topics is not a license for disruptive confrontation or use or promotion of derogatory ideas under the guise of freedom of expression. Class will adjourn if disruptions prevent civil discourse.
3. **Academic Integrity:** Plagiarism occurs if students submit unoriginal ideas as their own, by carelessly or inadequately citing ideas or words borrowed from other sources including one's own prior work. Plagiarism is a major barrier to learning because it compromises the student's credibility and professional integrity, as well as threatening traditions of scholarly research. Plagiarism is also easy to identify and its consequence in this class is a grade of 0 for the assignment and the possibility of an F grade for this course. Explanations on what constitutes plagiarism may be found in the following sources: <https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-gradin-g/Pages/responding-to-plagiarism.aspx>; <http://wpacouncil.org/node/9>
4. **Online Resources:** Resources for this class will be uploaded to the course website and communication between the professor and students will occur via email. It is the student's responsibility to check the course website and email inboxes regularly to remain apprised of developments affecting this class like class discussions, cancelations, changes in office hours, uploaded materials, and grades.
5. **Reading:** Student must complete the assigned reading ahead of topics discussed in class outlined in the syllabus and specified by the professor. Readings will often times serve as a point of departure and all students are eligible to be called on to answer questions by the professor based on readings. Non-participation by absence or not being prepared results in the reduction of points of "Attendance and Participation" grades detailed below.

The reading schedule below relies on the author's initials: **LGB** for Lisa García Bedolla of *Latino Politics* and **JG** for Juan Gonzalez of *Harvest of Empire*.

6. **Writing:** The elements of prose and style are not the emphasis of this class but learning to write well is an ongoing process crucial to professional development all undergraduate students have embarked on. The professor understands that student writing abilities may vary, so students are expected to put forth their best effort in written communication on exams, essays, and emails. Students are free to provide the professor with drafts of papers prior to deadlines for review and comments. Everyone becomes stuck and does not know how to start a paper one way or another. Consult the following for a breakdown on how to write a great paper: BR Weingast's "Caltech Rules for Writing Papers" https://web.stanford.edu/group/mcnollgast/cgi-bin/wordpress/wp-content/uploads/2013/10/CALTECH.RUL_.pdf
7. **Electronics:** Students are allowed to use computers and tablets for note taking purposes only. Handheld devices like smartphones are not permitted. The professor will also ask students to navigate to interactive online polling websites where students will provide real-time but anonymous responses to questions about class material. Text messaging and online browsing yield body language that makes the distraction obvious. The professor may call on distracted students to answer questions that will be graded under "Attendance and Participation" detailed below.

GRADING

Course grades are a weighted average of grades on the following factors totaling 100%:

1. **Essay # 1 – 15%:** Due Wednesday, Oct. 2. Students are required to write a short essay (4-6 pages) during the first part of this course evaluating the definitions, benefits, and setbacks of Latino identity. Details will be provided in the first week of the course. Citations are required.
2. **Exam #1 – 20%:** On Wednesday, Oct. 9. Class Students will be tested on knowledge of concepts with multiple choice identification questions, short response questions, and or essay questions. Knowledge of all class material prior to the exam may be tested.
3. **Essay #2 – 20%:** Due Monday, Nov. 4. Students are required to write a short *research paper* (5-7 pages) during the second part of this course evaluating the political success of any two Latino groups in the U.S. Details will be provided after the second exam. Citations are required.
4. **Exam #2 – 25%:** On Wednesday, Nov. 20. Students will be tested on knowledge of concepts with multiple choice identification questions, short response questions, or short essay questions. Knowledge of all class material prior to the exam may be tested (this exam is cumulative).

5. **Student of the Day – 15%:** Students will be selected by the professor for discussion of class material and current events on specific class days announced in advance. At least two students will be designated “Student of the Day” per class day and students will be selected multiple times throughout the quarter depending on class enrollment. Students will receive points of 0 (absent), 5 (participated, unprepared), or 10 (participated, prepared) indicating levels of preparedness and quality of discussion. Students should prepare by having done readings and researched at least one current event associated with the topic in advance to class.
6. **Attendance and Participation – 5%:** Apart from Student of the Day participants, students may be called at random by the professor to answer questions or engage in discussion. Students will receive points of 0 (absent), 5 (participated, unprepared), or 10 (participated, prepared) indicating levels of preparedness and quality of discussion for each interaction. The sum total of interactions will be aggregated and weighted at the end of the quarter for this grade.

GRADING SCALE

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

STUDENTS WITH SPECIAL NEEDS

Students that may need accommodations based on a documented disability should contact the professor for arrangements as early as possible in the quarter. DePaul University also provides resources for all students at the PLuS Program (773-325-1677, Student Center #370) to help cope with a learning disability or attention disorder, The Office for Students with Disabilities for managing disabilities (773-325-1677, Student Center \$370), and University Counseling Services for emotional, psychological, and interpersonal concerns (<https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx>).

DEADLINES/EXTENSIONS

Students will not receive extensions on papers or opportunities to “make-up” exams, Student of the Day, or participation assignments without a documentation excusing the absence. Late work is accepted with a 1/2 grade penalty per day the assignment is late. Course grades of incomplete will not be provided to students under any circumstances.

COURSE OUTLINE/SCHEDULE

Week 1: **Introduction:** What is “Latino Politics”?

Wed., Sept. 11: LGB (Chapter 1, pgs. 1-15); JG (Introduction, pgs. xi-1)

Mon., Sept. 16: Rambaut (2011): Pigments of Our Imagination: The Racialization of the Hispanic-Latino Category; Krogstat (2016): 10 facts for National Hispanic

Heritage Month; Hatzipanagos (2018): ‘Latinx’: An offense to the Spanish language or a nod to inclusion?

Suggested: JG (Chapter 1) for context on European colonization of Latin America

Week 2: **Colonization**: How did the United States approach Latin American nations?

Wed., Sept. 18: LGB (Chapter 3, pgs. 45-55; Chapter 4, pgs. 104-111; Chapter 5, pgs. 131-146); JG (Chapter 2, pgs. 27-57).

Mon., Sept. 23: LGB (Chapter 6, pgs. 166-186; Chapter 7, pgs. 203-219); JG (Chapter 3, pgs. 58-80)

Week 3: **Migration**: How did Latinos migrate to the United States?

Wed., Sept. 25: LGB (Chapter 3, pgs. 55-63; Chapter 4, pgs. 111-114; Chapter 5, pgs. 146-148); JG (Chapter 4, pgs. 81-95; Chapter 5, pgs. 96-107; Chapter 6, pgs. 108-116)

Mon., Sept. 30: LGB (Chapter 6: pgs. 186-190; Chapter 7, pgs. 219-224); JG (Chapter 7, pgs. 117-128; Chapter 8, pgs. 129-148; Chapter 9, pgs. 149-166)

Week 4: **Settlement**: Where, how did Latinos settle into the United States?

Wed., Oct. 2: LGB (Chapter 3, pgs. 63-71; Chapter 4, pgs. 115-121), **Essay #1 DUE**

Mon., Oct. 7: LGB (Chapter 5, pgs. 148-151; Chapter 6, pgs. 190-192), **Exam # 1 Review Session**

Week 5: **Political Organizing**: How did Latinos respond to unequal treatment?

Wed., Oct. 9: **Exam #1**

Mon., Oct. 14: LGB (Chapter 3, pgs. 71-83; Chapter 5: 151-164), JG (Chapter 10, pgs. 167-198)

Week 6: **Civil Rights**: How did Latino groups form rights movements and what did they seek?

Wed., Oct. 16: LGB (Chapter 3, pgs. 83-93; Chapter 4, pgs.121-127); JG (Chapter 11, pgs. 199-224)

Mon., Oct. 21: LGB (Chapter 6, pgs. 192-202, Chapter 7, pgs. 224-231)

Week7: **Institutionalization of Latino politics**: Were rights movements successful? How so?

Wed., Oct. 23: LGB (Chapter 3, pgs. 93-102; Chapter 4, pgs. 128-130); JG (Chapter 12, pgs. 225-248)

Mon., Oct. 28: LGB (Chapter 6, pgs. 192-201; Chapter 7: pgs. 231-234); JG (Chapter 13, pgs. 249-277; Chapter 14, pgs. 279-306)

Week 8: **Immigration**: What are the policy causes and consequences of Latino immigration?

Wed., Oct. 30: Tichenor (2009): “Dividing Lines: The Politics of Immigration Control in America,” pgs. 167-175, 252-288; Vargas et al. (2017): “Immigration Policies and Group Identity: How Immigrant Laws affect Linked Fate among U.S. Latino Populations”

Mon., Nov. 4: LGB (Chapter 8, pgs. 235-244); Barreto et al. 2009: “Mobilization, Participation, and Solideridad: Latino Participation in the 2006 Immigration Protest Rallies”; Wallace and Zepeda-Millán 2019: “Do Latinos still support immigrant rights activism? Examining Latino Attitudes a decade after the 2006 protest wave.”

Week 9: **Political Culture**: Latino political distinctiveness, what is it and is it a threat?

Wed., Nov. 6: Huntington (2004): “The Hispanic Challenge”; Fraga and Segura (2006): “Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration.” **Essay # 2 DUE**

Mon., Nov. 11: Citrin et al. (2007): “Testing Huntington: Is Hispanic Immigration a Threat to American Identity?” Sears et al. (2016): “Incorporation of Latino Immigrants into the American Party System”

Week 10: **Political Participation**: Can Latinos overcome barriers?

Wed., Nov. 13: LGB (Chapter 2, pgs. 15-45; Chapter 8, pgs. 246-250); Pantoja et al. (2001): “Citizens by Choice, Voters by Necessity: Patterns in Political Mobilization by Naturalized Latinos”; Valenzuela and Michelson (2016): “Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals”

Mon., Nov. 18: **Exam #2 Review Session**

Week 11: **Final's Week**

Wed., Nov. 20, 11:30am-1:45pm: **Exam #2**