

Political Science/Chicano Studies 359
U.S. Latino Politics
Fall 2018

Tuesday/Thursday 10:00-11:20am
Miller Hall 301

Professor Sophia Jordán Wallace
E-mail: sophiajw@uw.edu
Course Website: <https://canvas.uw.edu/>
Office Hours: T/Th 1:00pm-1:50pm Or by appointment in Gowen 148

TA Information: Carolyn Dapper
Office Hours: T/Th 11:30-12:30 in Gowen 34
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Course Overview:

This course will provide a general survey of Latino politics in the United States. The Latino population is estimated to be nearly 58 million and Latinos comprise 18% of the national population. The purpose of the course is to learn about both the history and political processes Latinos have taken part in, but also probe deeper theoretical questions of ethnicity and identity. For example, what is a Latino pan-ethnic identity? The course will also examine the role of the “Latino Vote” and examine the impact of Latino voters on recent campaigns and elections. A significant segment of the course will focus on the policy process and examine the interaction of Latinos with other political actors and groups. For example, legislation aimed at immigrants and Latinos more broadly such as Arizona’s SB1070 and the DREAM Act. The course will also include topics such as social movements, political imagery, public opinion, and political representation. Finally, this course will utilize film and art on immigration, changing demographics, and the Chicano Movement.

Course Requirements:

This course is an upper division course with both lecture and section. Students are required to write two papers over the term (4-5 pgs.) There are also two in-class and closed book exams, a midterm and a cumulative final exam. The due dates/exam dates are as follows:

	<u>Due Date</u>
Paper #1	10/25/18
Midterm	11/8/18
Paper #2	11/29/18
Final Exam	12/10/18

Assignments are considered late if not turned in by the time class begins at 10:00am on the assigned due date. Students should turn in a paper copy and upload it to Canvass under assignments. No electronic only submissions will be accepted unless stated otherwise on the assignment sheet.

Participation in quiz section is required to have productive discussions. Assignments will be heavily weighted towards in-class activities in addition to the readings. For this class to be successful, students need to regularly attend class and be ready to discuss the material

Grade Breakdown:

Paper 1:	20%
Paper 2:	20%
Midterm Exam:	20%
Final Exam:	25%
Section Participation:	15%

Grading Policies & Procedures

The 4.0 scale used for this course is posted on Canvas. Written assignments and exams will report the raw score out of 100, the letter grade, and the corresponding 4.0 grade.

Grade scale:

100-90= A range

89-80= B range

79-70= C range

69-60= D range

below 59 = range

Evaluations of written essays

Please note the following rough guidelines will be used in the evaluation of the papers. Written work in the **A** range is characterized by a strikingly creative, perceptive, and persuasive argument/thesis statement; comprehensive synthesis and analysis of the course material; fully addresses all components of the prompt; considers counter arguments; straightforward yet sophisticated organization of thoughts and error-free prose. Written work in the **B** range is characterized by sound, original, and reasonably thoughtful argument/thesis statement; addresses nearly all components of the prompt; considers counter arguments; competent analysis of various course material, logical organization; and clear and error-free prose. Written work in the **C** range is characterized by a relatively underdeveloped, simplistic, or derivative argument/thesis statement; partial, inconsistent, or faulty analysis of course material; partially addresses prompt; convoluted organization; and awkward, or otherwise distracting prose. Written work in the **D** range is characterized by incoherent or extremely confusing argument; prose minimally engages prompt; superficial or fleeting engagement with the course material; chaotic or irrational organization; and error-riddled prose. Written work that lacks any argument or analysis and is sloppy, earns an **F**. Please take this grading metric into consideration as you allocate time on your writing as there is no curving of grades in this course.

Appeals & Re-Grades

If you would like to appeal a grade on an assignment or exam, you must submit your appeal to your TA within one week of the graded assignment being given back to you. Your appeal can be no longer than 1-page single space and must detail where you earned points that were not allocated to you. If you are unhappy with the outcome of the first-level appeal, you may appeal directly to instructor. Please turn in your appeal, the assignment, and your TA's response to your appeal within 3 days of receiving an appeal decision from your TA. Please be aware that the TA and/or the instructor reserve the right to re-grade the entire exam or assignment once an appeal is made, which may result in an increase or decrease in the score a student receives.

Extensions

If you become ill or have some other emergency and cannot turn in a paper on time or take an exam on the scheduled day, you must notify the instructor ahead of time and provide documentation.

Only after written confirmation from me that you can either turn in a paper late or take an exam at an alternate time without penalty, should you consider the extension granted.

Late Penalty

If you do not get permission from me ahead of time to turn in a paper late, the penalty is 10% per day (24 hour period) it is late. After three days (72 hours), no late papers will be accepted for a grade. No exceptions. Given the severity of the late penalty, it is rarely in a student's interest to work on a paper more and turn it in late.

Readings

This is a reading intensive upper-division course. On average, the course readings per week will be approximately 100 pages. Some weeks will have as few as 60 pages of readings but other weeks may have as much as 130 pages of reading. There are no required books for this course. Instead all material is available electronically and can be printed out. The electronic PDFs will be available for download from the course website under Files and will be organized by week.

Ideally readings assigned for Tuesday class should be completed before the Tuesday lecture and likewise for Thursday's readings. At a minimum, readings for the week should be completed before the Friday section of each week unless otherwise noted by the instructor or TA.

Additional Procedures & Policies:

Attendance/Absences

A substantial portion of the overall course grade is from participation and it is necessary to participate in class to receive these points. Moreover, the paper prompts and exam will draw heavily from class material, therefore absences would result in difficulty in achieving maximum points on these assignments. If students are absent, it is his/her responsibility to obtain notes from lecture. Lecture notes and power point slides will not be provided by the instructor.

Section Participation

Section participation comprises 15% of the overall course grade. Students are expected to come prepared to discuss the assigned material. Some of the readings are extremely challenging in terms of the concepts they introduce and the evidence they employ. Most of these articles cannot be quickly skimmed, meaning that students should budget appropriate time for reading and thinking through each article, as well as how they relate to each other. Participation will be evaluated on both the quality and quantity of comments from students. Moreover, participation/performance in activities in-class such as small group discussion, debates, pop-quizzes, and simulations may also be factored into the participation grade.

Discussion Expectations

The goals for discussion are:

1. Clarify any points of confusion from lecture.
2. Discuss the main themes from the week's readings.
3. Engage the literature by thinking critically about the theories and evidence confirming or disconfirming the arguments.
4. Make connections between the readings and lecture and current events.

If all of the above happen, then it has been a successful discussion.

Course Conduct

Every student brings a different perspective to the classroom. Dialogue in my class is expected to always be respectful. We all reserve the right to respectfully disagree with one another; we do not have the right to intimidate, insult, or harass anyone. Students are expected to behave in a professional manner and be respectful towards myself, the TAs, and their classmates. Part of respectful behavior is coming to class on time, paying attention, and being awake. Students are not permitted to talk on the phone, text, or engage in any other disruptive behavior. Eating is permitted as long as it does not disrupt others.

Accessibility

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Technology

Your undivided attention during each lecture will improve your performance in this class significantly. Students are encouraged to put laptops, phones, and other electronic devices away and take notes the old-fashioned way, on paper. Research demonstrates that taking notes on paper significantly improves retention and understanding. Please be aware that use of electronic devices other than for note-taking can be very distracting to other students. Disruptive behavior in this class is not permitted.

Recording of lectures or taking photos of lecture slides are not permitted unless the instructor specifically grants permission during a specific lecture.

In section to promote discussion and active participation by all students, the use of laptops, phones, and electronic devices is not permitted. If you have a compelling reason to use an electronic device during section, please communicate with the instructor for permission.

Citations/Footnotes

In your papers, you must cite authors from whom you draw ideas/quotations. The typical style in political science is (Last Name, Year of Publication: Page) or (Jones-Correa, 1998: 118). Footnotes and endnotes are also acceptable ways of acknowledging work. In your exams it is a good idea to cite authors that we have in the course; page numbers are obviously not required. You can use any citation style you prefer as long as it is an official style i.e. MLA or Chicago.

Academic Misconduct

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the follow (WAC 478-120-024)

Academic misconduct includes:

- (a) **"Cheating,"** which includes, but is not limited to:
 - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
 - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **"Falsification,"** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **"Plagiarism,"** which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask me. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism: <http://depts.washington.edu/pswrite/forstudents.html>.

Canvas & VeriCite

Students are required to turn in written assignments in paper copy and electronic copy when noted on the assignment sheet. Failure to turn in both formats by the deadline, will result in a late penalty until both formats are submitted. Please be aware that the electronic copy is submitted to VeriCite on the Canvas website. It is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program. It is the student's responsibility to verify that the electronic upload to the Canvass site was successful and print a confirmation sheet with date and time.

Questions

If you have any straightforward administrative or logistical questions not of a personal nature (e.g. readings for the week; location of exam, etc.) please consult the website and syllabus first. The answers to most questions are on the website or the syllabus. If you cannot find the answer you are

looking for, then email your TA. If you still cannot obtain an adequate answer, email the instructor. Email is the preferred form of contact. For more substantive and detailed questions, please see your TA or the instructor during office hours.

Please note the instructor reserves the right to change the syllabus

Good luck and I look forward to a great term together!

Course Outline and Reading Assignments

Week 0 (September 27th) First Class/Overview of Class and Material

Latinos 101 : Who are Latinos & What is Latino Politics?

Fraga, Luis, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, and Gary M. Segura. 2006. "Su Casa es Nuestra Casa: Latino Politics Research and the Development of American Political Science. *American Political Science Review*. 100(4):515-521.

Week 1 (October 2nd and 4th) Ethnicity, Identity & National Origin Groups

October 2nd

Beltrán, Cristina. 2010. *The Trouble with Unity: Latino Politics and the Creation of Identity*. Oxford: Oxford University Press. Conclusion "Latino is a Verb".

García, John. 2003. *Latino Politics in America*. Ch 4 "Latino Subgroups in the United States" Rowman & Littlefield. Oxford:UK.

October 4th

Zepeda- Millán, Chris and Sophia J. Wallace. 2013. "Racialization in the Times of Contention: How Social Movements Influence Latino Racial Identity". *Politics, Groups, and Identities*. 1(4): 510-527.

Listen to *Latino USA* podcasts:

<http://latinousa.org/2016/01/29/latinx-ungendering-spanish-language/> (11:40 min clip) and <http://latinousa.org/2015/01/23/somos-afro-latino-2/> (only up to minute 14:00)

Week 2 (October 9th and 11th) Historical Roots & Changing Demographics

October 9th

Gutiérrez, David. 1995. *Walls and Mirrors*. University of California Press. Berkeley: CA. Ch. 1 "Legacies of Conquest".

Fraga, Luis, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, and Gary M. Segura. 2010. *Latino Lives: Making it Home*. Temple University Press. Philadelphia: PA. Ch. 1 "The Growing Presence of Latinos in the U.S."

Listen to *Latino USA* podcast <http://latinousa.org/episode/blood-betrayal-southwest/>

October 11th

Film Presentation in class of selections of PBS Frontline "Blackout in Puerto Rico" (2018)

Furuseth, Owens and Heather Smith. 2006. "From Winn-Dixie to Tiendas: The Remaking of the

New South” in *Latinos in the New South* ed. By Heather Smith and Owens Furuseth. Ashgate. Burlington:VT.

Fink, Sheri. 2018. “[Puerto Rico’s Hurricane Maria Death Toll Could Exceed 4,000, New Study Estimates](#)”. *New York Times*. May 29.

Font- Guzman, Jacqueline N. 2017. “[Puerto Ricans are hardly U.S. Citizens. They Are Colonial Subjects](#)”. *Washington Post*. Dec 17.

Week 3 (October 16th and 18th) Americanism & Acculturation

October 16th

de la Garza, Rodolfo, Angelo Falcon, and F. Chris Garcia. 1996. “Will The Real Americans Please Stand Up: Anglo and Mexican American Support of Core American Political Values.” *American Journal of Political Science* 40(2):335-351.

Schildkraudt, Deborah J. 2005. *Press One for English*. Princeton University Press, Princeton: NJ. Ch. 5 “Defining American Identity”.

October 18th

Huntington, Samuel. 2004 *Who Are We? The Challenges to American’s National Identity* New York : Simon and Schuster. Chapter 9 “Mexican Immigration and Hispanization”

Fraga, Luis and Gary Segura. 2006 “Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration” *Perspectives on Politics* Symposium on Immigration Volume 4(2): 279-287.

Week 4 (October 23rd and 25th) Immigration Policy & Politics

Chavez, Leo. 2008. *The Latino Threat*. Stanford University Press. Chapters 1 “The Latino Threat Narrative” and Ch. 6 “The Minutemen Project’s Spectacle of Surveillance on the Arizona-Mexico.

Massey, Douglas and Magalay Sánchez, 2011. *Brokered Boundaries*. Russell Sage: New York, NY Ch 3 “The Rise of Anti-Immigrant Times”.

<http://fivethirtyeight.com/datalab/undocumented-immigrants-arent-who-you-think-they-are/>

October 25th

**** Paper #1 Due October 25th at 10:00am ****

Wong, Tom K. et al. 2013. “Undocumented No More: A Nationwide Analysis of Deferred Action for Childhood Arrivals(DACA).” Washington, D.C.: Center for American Progress

Santa Ana, Otto. 2002. *Brown Tide Rising*. University of Texas Press. Austin, TX Ch 3 “Proposition 187: Misrepresenting Immigrants and Immigration”

Film Presentation in class of selections of PBS Frontline “Separated: Children at the Border” (2018)

Week 5 (October 30th and November 1st) Partisanship & Public Opinion

October 30th

Alvarez, R. Michael and Lisa García Bedolla. 2003. “Foundations of Latino Partisanship.” *Journal of*

Politics. 63: 31-49

de la Garza, Rudolfo and Jeronimo Cortina. 2007. "Are Latinos Republicans But Just Don't Know It?: The Latino Vote in the 2000 and 2004 Presidential Elections." *American Politics Research* 35: 202-223.

Nov. 1st

Pérez, Efrén O. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics". *American Journal of Political Science*. 59(3):549-64.

Sanchez, Gabriel. 2006. "The Role of Group Consciousness in Latino Public Opinion." *Political Research Quarterly*. 59:3, 435-446

Bejarano, Christina. 2014. "Latino Gender and Generation Gaps in Ideology." *Politics & Gender*. 10: 62-88.

Week 6 (November 6th and 8th) Representation

Nov. 6th

Casellas, Jason P. 2009. "The Institutional and Demographic Determinants of Latino Representation in U.S. Legislatures." *Legislative Studies Quarterly*. 34(3): 399-426

Wallace, Sophia J. 2014. "Representing Latinos: Examining Descriptive and Substantive Representation in Congress." *Political Research Quarterly*. 67(4): 917-929.

Sanchez, Gabriel and Jason Morin. 2011. "The Effect of Descriptive Representation on Latinos' Views of Government and Themselves" *Social Science Quarterly*. 92:2, 483-508.

Nov. 8th ** In-Class Midterm Exam**

Week 7 (November 13th and 15th) Campaigns & Elections

Nov. 13th

Barreto, Matt et.al. 2008. "Should They Dance with the One Who Brung 'Em: Latinos and the 2008 Presidential Election." *PS: Political Science and Politics*. October: 753-760

Sanchez, Gabriel and Matt Barreto. 2016. "In record numbers, Latinos voted overwhelmingly against Trump. We Did the Research." *Washington Post*. Monkey Cage. Nov. 11.

<https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/11/in-record-numbers-latinos-voted-overwhelmingly-against-trump-we-did-the-research>

Nov. 15th

García Bedolla, Lisa and Melissa Michelson. 2012. *Mobilizing Inclusion: Transforming the Electorate through Get-Out-the-Vote Campaigns*. New Haven: Yale University Press. Ch. 4 "Door to Door Canvassing and Get out the Vote".

Abrajano, Marisa. 2010. *Campaigning to the New American Electorate: Television Advertising to Latinos*. Palo Alto, CA: Stanford University Press Chapters 3 "Campaigning to Racial and Ethnic Minorities in the U.S." & 7 "The Future of Ethnically Targeted Campaigns".

Week 8 (November 20th and 22nd) Voting

Barreto, Matt. 2007. "'Si Se Puede' Candidates and the Mobilization of Latino Voters." *American Political Science Review*. 101(3): 425-441.

- García Bedolla, Lisa. 2005. In *Fluid Borders: Latino Power, Identity and Politics in Los Angeles*. Berkeley: University of California Press. Chapter 4. “Why Vote? Race, Identity(ies), and Politics.”
- Ramírez, Ricardo. 2013. *Mobilizing Opportunities: The Evolving Latino Electorate and the Future of American Politics*. Charlottesville: University of Virginia Press. Ch. 6 “The Evolving Latino Electorate and the Future of the American Politics”.

** No Class Nov. 22nd - Thanksgiving Break

Week 9 (November 27th and 29th) Chicano Movement

Nov. 27th

- Haney López, Ian. 2003. *Racism on Trial: The Chicano Fight for Justice*. Harvard University Press Cambridge: MA. Ch. 7 “The Chicano Movement”
- Gutiérrez, David. 1995. *Walls and Mirrors*. University of California Press. Berkeley: CA. Ch 6 “Sin Fronteras? The Contemporary Debate.”

Nov. 29th

**** Paper #2 Due November 29th at 10:00am****

- Paulido, Laura. 1996. *Environmentalism and Economic Justice: Two Chicano Struggles in the Southwest*. University of Arizona Press. Tuscon: AZ. Portions of Ch. 3 “The Pesticide Campaign of the UFW Organizing Committee, 1965- 71”
- Xavier, Roy Eric. 1999. “Politics & Chicano Culture: Luis Valdez & El Teatro Campesino, 1964-1990” in *Chicano Politics and Society in the Late Twentieth Century* ed. By David Montejano. University of Texas Press. Austin:TX.

Film Presentation in class of selections of “*Chicano! A History of the Mexican Civil Rights Movement?*” (1996)

Week 10 (December 4th and 6th) Social Movements & Activism

- Pardo, Mary. 1996. “Mexican American Women Grassroots Community Activists: “Mothers of East Los Angeles”. In *Pursuing Power: Latinos and the Political System* F. Chris Garcia, editor. University of Notre Dame Press. South Bend: IN.
- Milkman, Ruth. 2006. *LA Story: Immigrant Workers and the Future of the U.S. Labor Movement*. Russell Sage Foundation. New York: NY Ch 4. “Sí Se Peude: Union Organizing Strategies and Immigrant Workers”
- Nicholls, Walter. 2013. *The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate*. Palo Alto: Stanford University Press. Ch. 5 “Undocumented, Unafraid, and Unapologetic”
- Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York, NY: Cambridge University Press. Ch. 2 “Weapons of the Not So Weak”.

**** FINAL Exam on University Assigned Time
Monday December 10th 2018 10:30am- 12:20pm*****