

**POLITICAL SCIENCE 210**  
**LATINO POLITICAL BEHAVIOR AND PUBLIC OPINION**  
**Spring 2013**

Dr. Betina Cutaia Wilkinson  
POL 210  
Tues. and Thurs. 9:30-10:45am  
A309 Tribble Hall

Office Hours:  
Tues. and Thurs. 3-5pm or by appointment  
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**Course Description and Objectives**

This course explores the contemporary role of Latinos as a minority group in the U.S. today. It is divided into three parts. The first part examines Latinos' identity and immigration focusing on assimilation behavior and values, immigration policies and the response of their ethnic counterparts and others to their immigration to the U.S. The second portion of the course emphasizes Latinos' pan-ethnic, political identity and political behavior with a focus on Latinos' impact on the 2008 and 2012 presidential election results. The last part explores the precursors of coalition formation, particularly perceptions of closeness, commonality and competition among whites, blacks and Latinos. Throughout the course, emphasis is placed on how Latinos compare in behavior and identity with their black, white, and Asian American counterparts.

By the end of this course, students will:

- have a comprehensive understanding Latinos' sociopolitical identity, struggles and clout as political players in the U.S.;
- further develop their analytical skills by being able to tie the major questions of the course to the concrete theories and facts addressed in the assigned readings;
- be able to tie current events, policies and dilemmas to the concrete theories and facts addressed in the assigned readings;
- increase their overall understanding of the importance of political, community participation in various forms.

**Service Learning Description and Objectives**

This course is also a service-learning course which means that students are **required** to provide service to a community agency for **no less 20 hours throughout the semester**. The two community agencies that we will be working with are **El Buen Pastor and Reynolds High School**. Students are required to **choose one of the two community agencies** to work with throughout the entire semester. The intent of the service-learning component of the course is to enable students to learn from their community, to contribute to their community, and to integrate what they learn in the classroom/community with their community/classroom experiences. Please let me know by **Thursday, January 24<sup>th</sup> in class** where you will be conducting your s-l hours. On **Tuesday, April 30<sup>th</sup>** you must turn in a record of your s-l hours signed by your supervisor.

### Service-Learning Objectives:

- increase students' understanding of the struggles that Latinos have when arriving and assimilating to the U.S.
- augment students' knowledge of the challenges that Latinos experience establishing an ethnic and political identity
- develop students' understanding of social, political issues that are important to Latinos
- expand students' knowledge of the impediments that Latinos face when living among individuals who are not always comfortable with their presence.

### **Required Texts**

Three texts are available for purchase in the bookstore:

***Latino Lives in America: Making it Home*** by Luis Fraga, John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, and Gary M. Segura. 2010. Philadelphia, Pennsylvania: Temple University Press.

***Just Neighbors? Research on African American and Latino Relations in the United States*** by Edward Telles, Mark Q. Sawyer, Gaspar Rivera-Salgado (editors). 2011. New York, New York: Russell Sage Foundation.

***New Faces, New Voices: The Hispanic Electorate in America*** by Marisa A. Abrajano and R. Michael Alvarez. 2010. Princeton, New Jersey: Princeton University Press.

*\*Besides these texts, students will be required to read supplemental materials which will be available on Sakai or the internet*

I highly recommend that you keep abreast with leading national issues by reading a daily newspaper, reputable blogs and/or listening to BBC or NPR radio. Many newspapers can be accessed on-line for free such as *The New York Times* [www.nytimes.com](http://www.nytimes.com) or *The Washington Post* [www.washingtonpost.com](http://www.washingtonpost.com). Also, if interested, you can sign up to receive these newspapers daily for free by email.

## Student Evaluation and Policies

Grades for the course are based on a student's class participation and performance on a midterm prep quiz, two exams, service-learning activity (reflection and class presentations) and a policy paper. Letter grades are determined on the following scale:

A	92 – 100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	59 and below

### **Grade Distribution**

5%	Midterm prep quiz
20%	Midterm Exam
25%	Final Exam
20%	Policy Paper
10%	Class Participation
20%	Service-Learning (completion of hours; weekly participation in Sakai Discussion forum, 12%; midterm s-l presentation, 2%; final s-l presentation, 6%)

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100%

\*\*\*Students who wish to discuss their grade on any assignment must make an appointment with me 24 hours after receiving their grade as well as come prepared with a **written**, detailed description of the specific points that they would like to make during the appointment.

### **Exams**

There will be two exams given in this course. The exams will consist of essay questions. The final exam will be cumulative but will emphasize the last half of the course. The final exam will be given on the date and time scheduled by the university. The two exams will cover material from class lectures, class discussions, reading assignments, supplemental readings, and video presentations.

Makeup exams are only provided for students who can produce **a valid excuse** (serious illness, family crisis, and legitimate extracurricular activity). For problems that can be anticipated, students must let me know **well in advance** of the problem. For problems that crop up at the last minute, students should contact me **as soon as possible**. **Students who do not meet these conditions will earn a 0 on the exam.** Makeups are scheduled for the Friday following the date of the missed exam and are not the same tests as the original.

For students who have special needs or who require accommodations through Disability Services, please advise me of your situation. For accommodations involving the exams, please contact me about the necessary arrangements well in advance of the testing date.

### **Class Participation**

I value class participation in this course so it is extremely important that students thoroughly read the assignments and come to class ready to discuss the readings and relevant topics associated with the readings. The participation grade is based on how engaged and reflective students are in class discussions. Hence, the **quantity** and **quality** of students' participation is valued. The participation grading scale ranges from 0 to 100:

0=not attend class

65=attends class regularly but *never contributes* to the class discussion

75=attends class regularly but *rarely contributes* to the discussion

85=attends class regularly and *sometimes contributes* to class discussion through reflective questions and answers that display a thorough understanding of the reading material and topic(s) addressed in the class

95=attends class regularly and *always contributes* to class discussion through numerous questions and answers that display a very thorough understanding of the reading material and topic(s) addressed in the class.

\*The professor reserves the right to give pop quizzes if few students participate in class discussions and show interest in the readings assigned for the class.

### **Midterm Review Quiz**

A few classes before the midterm, students will complete a quiz which will help them prepare for the midterm exam. This quiz will include multiple choice and true/false questions. The "makeup" policy for exams applies to this component of the course.

## Service-Learning Experience

In order to obtain a comprehensive understanding of Latinos' identity, struggles and potential clout as political players in the U.S., students must be exposed to Latinos and issues related to the Latino community in the U.S. **outside** of the classroom. Reading about Latinos is simply **not enough**. In order to accomplish this goal, students are required to provide service to a community agency for no less than 20 hours throughout the semester. Students are required to conduct two brief class presentations describing their service-learning experience and participate weekly in a discussion forum on Sakai. Given the importance that I and community agencies place on students' service-learning work, failure to comply with 20 hours of service throughout the semester will result in a **50** as the grade for the service-learning component of the course.

Students' discussion on the Sakai forum should mention: what their s-l activity entails, how it is tied to the course readings and topics and their personal reaction to their experience. Their grade for this component of the course will be based on the **quantity and quality** of the comments. The brief class presentations will take place before the midterm and final exams. During these presentations, students will share their s-l experience with the class, particularly discussing what they have done, learned, find intriguing/moving, etc. More information about the service-learning expectations of the course will be provided during the first few classes.

## Policy paper

Writing is a major component of this course though I recognize that this course, unlike others, requires students to provide 20 hours of service to a community agency. Hence, students are expected to write an 8-10 (Times New Roman font, size 12, double spaced) page paper on a current policy topic that is commonly associated with Latinos and/or has a great impact on the Latino community in the U.S. APA citation is required. More information about this project will be provided in the near future. This paper is due **Thursday, April 18<sup>th</sup> in class**. The standard deduction for late work is five points off the final grade for every day that the paper is late.

## Course Expectations

- **Students are expected to attend and be prepared for all classes.** Being prepared means *bringing* the appropriate texts to class, dedicating substantial time to reading assignments carefully and reflecting on them thoroughly before coming to class. If you must be absent because you are representing the university in athletics or debate you are responsible for letting me know that ahead of time and for making appropriate arrangements to catch up missed material.
- **Students are expected to be on time and leave early only for emergencies.** Packing up books towards the end of the class period but before the professor has finished lecturing is disrespectful and disruptive and will not be tolerated.

- **Students are expected to be respectful and attentive to the instructor and to each other.** Napping, **text messaging** and other discourteous behavior will **NOT** be tolerated. Laptop use is **NOT** permitted. Cell phone use is not permitted during class, and students are expected to keep cell phones off before class begins. Participating in the behavior mentioned above results in a significant diminishment of your class participation grade.
- **Students are expected to respect each other's opinions.** No view is forbidden, but equally important, no view is protected from critical challenges. However, this does not mean personal attacks, humiliations or any other type of discourteous behavior are allowed. Students must remember that the classroom is a professional setting.
- **Students are expected to adhere to the university's honor code.** <http://www.wfu.edu/studentlife/judicial/honor.html>
- **I do not check my email regularly after 6pm.** If you email me after this time, I will respond more than likely the following day.

### **Plagiarism**

Plagiarism or cheating in any way, shape or form will **NOT** be tolerated and accepted. **If you are caught cheating in any way, the minimum penalty is an "F" in this class.**

To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else's ideas. By "ideas" is meant everything from the definition or interpretation of a single word, to the overall approach or argument. If you paraphrase, you merely translate from his or her language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without proper documentation, is theft, perhaps of the worst kind. Here, a person loses not a material possession, but something of what characterized him or her as an individual.

(from "Academic Writing at WFU," <http://www.wfu.edu/english/major/academicwriting.html#Plagiarism>)

If you have **ANY** questions about plagiarism, feel free to contact me or the WFU Writing Center.

### **Pandemic Policy**

In the event that there is a flu pandemic or other large-scale emergency, students should (to the best of their ability) continue to read the assigned readings and answer the discussion questions for each week. The answers to these questions can be mailed to me to the following address: Dr. Betina Wilkinson, Department of Politics and International Affairs, C306 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109.

## Provost Lunch

I am very supportive of the provost's lunch plan. I would be happy to join a student or students for lunch.

## Course Schedule

**\*Readings and assignment dates are subject to change. I will inform you in class of any changes in the syllabus.\***

### **PART I**

- Jan. 17<sup>th</sup>      ***Introduction & Community Agency Speakers***
- Jan. 22<sup>nd</sup>      ***Service-Learning and Latino demographics and identity***  
Wilkinson "Hispanic Americans" *The Oxford Companion to American Politics* (use as a general reference throughout the semester) (on Sakai)
- Jan. 24<sup>th</sup>      ***Latinos, Acculturation and the American Dream***  
Fraga et al. Ch. 1-2

\*\*Deadline to decide community agency for service-learning work\*\*

- Jan. 29<sup>th</sup>      ***Latinos, Acculturation and the American Dream***  
Fraga et al. Ch. 2  
Marrero, Pilar. 2011. "Hispanics Aspire to Better Education." *Latino Decisions*.  
<http://latinodecisions.wordpress.com/2011/08/18/hispanics-aspire-to-better-education/>  
Huntington (2004) *Foreign Policy* (on Sakai)
- Jan. 31<sup>st</sup>      ***Transnationalism and Belonging***  
Fraga et al. Ch. 6

The articles listed below are found on the course's Resources page on Sakai

"American Children Now Struggling to Adjust to Life in Mexico" article

"Campaigns Speak to Latinos with Spanish Language Media" article

*Skim* "Former Undocumented Immigrant Carries U.S. and Mexican Flag after Winning" article

- Feb. 5<sup>th</sup>      ***Latinos in New Destinations***  
Fraga et al. Ch. 5  
Peralta and Larkin (2011) *PS: Political Science and Politics* (on Sakai)

- Feb. 7<sup>th</sup>            ***Immigration***  
HBO Documentary *Which Way Home*
- Feb. 12<sup>th</sup>           ***Tackling Immigration at the State Level***
- Arizona's Immigration Legislation  
<http://votesmart.org/bill/10810/29812/expanding-undocumented-immigration-enforcement>
- New York Times* article "Blocking Parts of Arizona Law, Justices Allow Its Centerpiece"  
[http://www.nytimes.com/2012/06/26/us/supreme-court-rejects-part-of-arizona-immigration-law.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2012/06/26/us/supreme-court-rejects-part-of-arizona-immigration-law.html?pagewanted=all&_r=0)
- Alabama's Immigration Legislation  
<http://votesmart.org/bill/13067/35346/immigration-enforcement>
- Peralta, Eyder. 2011. "Friends and Foes Call Alabama's Immigration Law the Nation's Toughest." National Public Radio.  
<http://www.npr.org/blogs/thetwo-way/2011/06/10/137107117/friends-and-foes-call-alabamas-immigration-law-the-nations-toughest>
- Lohr, Kathy. 2011. "Georgia Farmers Brace for New Immigration Law." National Public Radio. <http://www.npr.org/2011/05/23/136579548/georgia-farmers-brace-for-new-immigration-law>
- Manzano, Sylvia. 2011. "One Year After SB 1070: Why Immigration Will Not Go Away." *Latino Decisions*.  
<http://latinodecisions.wordpress.com/2011/05/09/one-year-after-sb1070-why-immigration-will-not-go-away/>
- Feb. 14<sup>th</sup>            ***Immigration, Education and the Dream Act***  
*New York Times* article "Deferred Action Program" (on Sakai)  
Fraga et al. Ch. 3  
Mangan, Catherine. 2011. "In-State Tuition for Illegal Immigrants Can be a Plus for Both States and Students." *The Chronicle of Higher Education*.  
<http://chronicle.com/article/In-State-Tuition-for-Illegal/127581/>
- Feb. 19<sup>th</sup>            ***Black Immigration Attitudes and Economic Self-Interest***  
Gay (2006) *American Journal of Political Science* article (on Sakai)  
*Skim* Telles et al. Introduction  
Telles et al. Ch. 8
- Feb. 21<sup>st</sup>            ***White Immigration Attitudes and Racial Context, Social Contact***  
Rocha and Espino (2008) *Political Research Quarterly* (on Sakai)  
Rocha, Longoria, Wrinkle, Knoll, Polinard and Wenzel (2011) *Social Science Quarterly* (on Sakai)



- Feb. 26<sup>th</sup> ***Latino Immigration Attitudes***  
Marrero, Pilar. 2011a. "Immigration is a Critical Issue for Latinos." *Latino Decisions*.  
<http://latinodecisions.wordpress.com/2011/06/10/june-tracking-poll-immigration-is-a-critical-issue-for-voters/>
- Pedraza, Francisco. 2010. "Why State Immigration Policies Turn Off Latino Voters."  
*Latino Decisions*. <http://latinodecisions.wordpress.com/2010/10/13/why-state-immigration-policies-turn-off-latino-voters/>

## **MIDTERM PREP QUIZ**

- Feb. 28<sup>th</sup> ***Latino Immigration Attitudes and Identity***  
Rouse, Wilkinson and Garand (2010) *Social Science Quarterly* (on Sakai)

## **PART II**

- March 5<sup>th</sup> ***Latino Pan-ethnicity and Political Identity***  
Fraga et al. Ch. 7  
Abrajano and Alvarez Ch. 1

- March 7<sup>th</sup> **MIDTERM EXAM**

- March 12<sup>th</sup>, 14<sup>th</sup> **SPRING BREAK**

- March 19<sup>th</sup> ***Midterm Report on Service-Learning Projects***

- March 21<sup>st</sup> ***Latino Public Opinion and Partisanship***  
Abrajano and Alvarez Ch. 2  
Segura, Gary. 2011. "It's True: Latinos are Liberals and Other Important Matters."  
<http://latinodecisions.wordpress.com/2011/08/16/its-true-latinos-are-liberals-and-other-important-matters/>

*Visit from Wake Forest Latino alumni (approximately 30 minutes of class time)*

**\*\*Paper topic and list of 8 references (at least 3 primary) due\*\***

- March 26<sup>th</sup> ***Latino Partisanship and Voting Behavior***  
*Skim* de la Garza and Cortina (2007) *American Politics Research* (on Sakai)  
Abrajano and Alvarez Ch. 5

*Library Instruction Day (approximately 30 minutes of class time)*

- March 28<sup>th</sup> **NO CLASS** due to professor's participation in a professional conference

- April 2<sup>nd</sup> ***Latino Political Knowledge and Efficacy***  
Abrajano and Alvarez Ch. 4  
Sanchez and Morin (2011) *Social Science Quarterly* (on Sakai)

April 4<sup>th</sup>      ***Latinos and the 2008 Election***  
Barreto, Fraga, Manzano, Martinez-Ebers, and Segura (2008) *PS: Political Science and Politics* (on Sakai)  
Barreto, Collingwood, and Manzano (2010) *Political Research Quarterly* (on Sakai)

April 9<sup>th</sup>      ***Latinos and the 2012 Election***  
Wallace (2012) *Social Science Quarterly* (on Sakai)

The articles listed below are found on the course's Resources page on Sakai  
"President Obama wins 75% of the Latino Vote"  
"2012 Election Eve Polls by State from LD"  
"Latino Vote Map from LD"

April 11<sup>th</sup>      ***Latinos and the 2012 Election***  
The articles listed below are found on the course's Resources page on Sakai  
"Voto Latino"  
"What the 2012 Election Taught Us"  
"Latino Vote Lessons"  
"Analysis: Obama won with a better ground game"

### PART III

April 16<sup>th</sup>      ***Latinos and The Precursors of Coalition Formation***  
Telles et al. Ch. 2  
Wilkinson (2012) *American Politics Research* (on Sakai)

April 18<sup>th</sup>      ***Latinos and The Precursors of Coalition Formation***  
Telles et al. Ch. 3  
Telles et al. Ch.4

\*\*Policy Paper Due\*\*

April 23<sup>rd</sup>      ***The Precursors and Inter-Race Relations***  
Telles et al. Ch. 7  
Abrajano and Alvarez Ch. 6

April 25<sup>th</sup>      ***Service-Learning Presentations***

April 30<sup>th</sup>      ***Service-Learning Presentations***

\*\*Record of service-learning hours due in class\*\*

May 6<sup>th</sup>      **FINAL EXAM, 2pm**