

**Political Science 3363.01: Latin@s in U.S. Politics**  
**Fall 2011**

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Fall 2011: MW 1:10 pm - 2:25 pm  
Classroom: COAS 310  
Office Hours: W 10am-12pm and by appt

**Course Description & Objectives:** This course is intended as an overview of the political position of Latinos y Latinas in the United States. Specifically, we concentrate on Mexican-Americans, Cuban-Americans, and Puerto Ricans, (while acknowledging the scant information available on Latinos from other Caribbean, Central and South American countries) and address the following major themes or questions:

1. To what extent is the demographic category “Latino” or “Hispanic” a meaningful political term, and what do we know about group identity and solidarity among this fastest growing and largest minority group within the U.S. population?
2. What are the historical experiences of the different national origin groups and, comparatively speaking, how do these experiences along with other contextual factors contribute to how they view themselves within the American polity?
3. What are the political circumstances of Latinos with respect to their human capital resources, pan-ethnic group consciousness, as well as their political participation, mobilization, organization, leadership, and representation in the electoral process, the policy process, and government?
4. What theory of minority group politics best characterizes Latino incorporation in the United States?

Finally we may devote some time to addressing the particular circumstances of immigration and also examine a variety of additional policy issues affecting Latinos, particularly education, affirmative action, voting rights and environmental justice. **Please note this is a writing intensive course.** Copies of the PowerPoint slides can be found on the course Blackboard page (<https://onlinelearning.utpa.edu/webct/logon/1022761318011>).

Studying politics (or any subject, really) should be fun. We will definitely have fun, but this course is also challenging. I have four basic expectations of my students that will allow us all to learn and to dialogue about our ideas and opinions in an enjoyable and productive way:

- Come to class prepared and attend class regularly;
- Complete assignments on time,
- Be respectful of one another

I expect that you are all here because you want to learn, but I do not expect that you will understand everything you hear or read the first time it is presented. I do not expect you to agree with everything you read or hear. Regardless of your reaction to a particular topic or reading, I expect that you will participate in a way that is grounded in the assigned readings and that you will conduct yourself during those class discussions with integrity and with respect for others.

**Statement on Cell Phone and Electronic Usage:** Out of courtesy for all those participating in the learning experience, all cell phones, pagers, iPods, lap top computers, and all other electronic devices must be turned off before entering any classroom. I reserve the right to have a pop quiz each time this policy is violated if it becomes a problem during the semester.

**Academic Integrity:** Academic integrity is maintained through the Judicial System. For more details, please consult the Student Guide on the web. <http://www.panam.edu/depts/dos/judicialaffairs/studentguide.htm>.

**Grading:**

1. Class participation (20%): Absences will inevitably hurt your grade in this class unless arrangements are made in advance (i.e. if you have a field trip for another class), or suitable written proof of an emergency or illness is submitted after the fact. Students who are absent for assignments, etc. will not be allowed to take a make-up unless they have a compelling emergency excuse that is approved by the professor, and will receive zero points. Participation points are not attendance points. These are earned through participation in group activities, completion of brief homework assignments (to be announced throughout the term), and participation in class discussion, etc. Students are not permitted to enter the classroom late; this will be counted as an absence.

A=	90-100
B =	80-89
C =	70-79
D =	60-79
F =	0-59

2. Family Project (5%): Create a family tree and trace your ancestry, going back to the first im/migrants to the U.S. More to come on this soon. **Due OCT 26 at the beginning of class.**
3. Research Paper Proposals (15%): 2 single-spaced pages plus working bibliography. Proposal of your research paper ideas for the group paper, specific hypotheses are presented here. This paper should outline a research paper idea, complete with testable hypotheses. These papers will include 1) a formal hypothesis statement; 2) describe the theoretical foundation that supports the hypothesis; 3) identify the data that will be employed; 4) a preliminary bibliography of at least 10 scholarly resources that will support your proposed study. We will discuss preparing the various components of a research proposal, including topics on theoretical grounding, feasibility and citation. We will also discuss citation norms and appropriate sources. If the proposal is not marked “acceptable”, students will need to re-submit a revised proposal. **DUE: OCT 10 AT THE BEGINNING OF CLASS**
4. Evaluating Scholarly Debate (25%): This assignment focuses on how to evaluate academic arguments on scholarly merits, as opposed to congruence to one’s personal opinion. The debate around Latin@ immigration is a prime opportunity to learn how to assess and critique academic research using social science norms as the standard for evaluation. As students of Latin@ politics, the subject is also of particular importance. After reading the assigned series of articles associated with the contemporary Huntington Thesis on Latin@ immigration, students will write a 5-7 page (double-spaced) evaluation of the debate in the literature. This assignment should sharpen your ability to complete all other writing assignments this semester. Evaluation will focus on how well the student has used the appropriate metrics to evaluate debate and its academic merits.

***OR***

Syntheses of Scholarly Research (25%): 5-7 page double-spaced pages that critique and synthesize topics in Latin@ politics. This paper will develop the student’s ability to summarize and synthesize academic research. It will also help students develop the literature review portion of the group research paper. Students will choose a broad topic we have covered in class (e.g. representation, demographic variation, Latino voter behavior) and will include at least five articles or chapters to evaluate. The papers will include a summary evaluation of the work, connect related research findings that address a pertinent broad question in the Latin@ politics literature, and consider how this research might be updated or improved in future iterations. We will commit one class session to the specifics of literature review writing. Students should incorporate this assignment into their research paper.

**DUE: OCT 17 AT THE BEGINNING OF CLASS**

5. Research Paper (35%): Students will submit a final research paper, 15-17 double-spaced pages in length. It will employ social science methods to explore the previously approved research topic associated with Latin@ Politics. The final paper will have several essential components: 1) Introduction: articulates the specific research question and describes how the paper is organized; 2) Literature Review: Situates the research question within the contemporary academic research with a focus on theoretical grounding, substantive findings, conceptual measures and gaps in the literature; 3) Hypothesis and Data: State

hypothesis and its connection to the theoretical and substantive topics in the literature review, outline logic for expected findings, identify and describe data in detail; 4) Findings: Describe data analysis techniques and report results, focus is placed on interpreting the findings in terms of Latino politics; 5) Discussion and Conclusion: Address the knowledge gained from the study and how it comports or disagrees with prior studies. Discuss shortcomings of the study and how they might be improved in a future iteration; 6) Bibliography: List a “References” section at the end of the paper using the *American Political Science Review* citation format. **DRAFT DUE: NOV 14 AT THE BEGINNING OF CLASS; FINAL PAPER DUE: DEC 5 AT THE BEGINNING OF CLASS.**

### Required Readings

1. García Bedolla, Lisa. *Introduction to Latino Politics in the U.S.*, Polity (Listed as TEXT in the reading schedule) 9780745633848
2. Gutierrez, Jose Angel. *The Making of a Chicano Militant: Lessons from Cristal*. Univ of Wisconsin, (Listed as MCM in the reading schedule) 9780299159801
3. Online items/handouts (**Download and print all the articles immediately.**)

### Other Important Guidelines

1. If you miss more than 3 classes, FOR ANY REASON, you will be dropped from this course. If you are dropped before 11/14/11 *you will* you will receive a DR; if after you will receive an F.
2. Do not come to this class late. Students who enter the classroom after attendance has been taken will be asked to leave/counted as absent.
3. **Failure to Drop/New 6 Drop Rule:** UTPA has adopted a new drop policy. Effective Fall 2008, the grade designations DP and DF will no longer be used. Instead, only a generic “drop” will be available. Students must drop a course within the first 75% of the course. This semester, the last date to drop is 9/14/11. If you fail to drop by this date, a grade of DP can no longer be entered at the end of the semester. Instead, a grade must be entered for the course. While this grade may not seem important to you at the time, particularly if you have decided not to continue your college career, it can have serious consequences should you decide to resume your education.
  - a. Students who began their college studies during or after Fall 2007 are also subject to the Six Drop Rule which limits the student’s ability to drop classes in Texas state institutions of higher learning to 6 classes. The rule does not apply to courses that are taken and dropped if they are (1) at out-of-state, out-of-country, or private institutions; (2) developmental or remedial courses; or (3) concurrent enrollment courses taken while in high school. The rule also does not apply to students who completely withdraw from all university work. Students who began their college careers prior to Fall 2007 are not limited by the rule.
4. If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact Disability Services, University Center, Room 322 immediately. Appropriate arrangements/accommodations can be arranged. Verification of disability and processing for special services, such as note takers, extended time, separate accommodations for testing, is required and will be determined by Disability Services. Consult with the Disability Services Coordinator at (956) 316-7005.
5. Always make a duplicate of your class paper and put it away in a safe place. Occasionally papers are misplaced and this protects you. Always keep any papers, quizzes, exams, etc. that are returned to you. This protects you in case your grade is recorded incorrectly.
6. If an emergency (sickness, accident, death in the family or some other crisis) occurs during the semester that may affect your performance in this course, please inform me promptly. Do not wait until the end of the semester.
7. Assignments should be submitted at the beginning of class on the day they are due. Points will be deducted for late submissions (usually 25 points per day with a 1 week limit). Cover and references pages are required, but do not count as actual pages of an assignment but they are necessary. All

papers and assignments completed outside the classroom must be typewritten, double-spaced, fully and properly cited, and grammatically competent. The format of the typed, one-sided paper should include 1" margins and be in a reasonable font (such as Times New Roman, size 12). Again, formatting, and grammar and spelling will be graded on all assignments. A ten-point per page deduction will be applied to each paper that fails to meet the minimum length requirement for this assignment. Each student **is required** to type a draft of their assignments and bring them to the writing center for assessment. After sitting with someone at the writing center, each student should edit their paper and make improvements. Student are then required to turn in their papers with a draft from the UWC (papers without it will be penalized 10 points). Also, please be sure to sign in when you go to the writing center so that you can receive credit for your attendance.

8. The reading assignment for each day is fixed without regard to our progress through the topics, unless I announce otherwise. PLEASE NOTE: This syllabus serves as a guideline for your reading and preparation for exams. HOWEVER, as your professor, I reserve the right to deviate from the syllabus when necessary. I will make every effort to announce changes at least 2 classes prior to the adjustment, but, ultimately, students are responsible for keeping in touch with me regarding changes.
9. *DO NOT HESITATE TO CONTACT ME IF YOU ARE HAVING A PROBLEM WITH THE COURSE. I MAY BE ABLE TO HELP YOU STUDY MORE EFFECTIVELY OR RECOMMEND ASSISTANCE ELSEWHERE ON CAMPUS. REMEMBER...I WANT YOU TO DO WELL IN THIS CLASS.*

### Course Outline (Any changes will be posted on Blackboard)

#### August

29: Introduction, Themes of the Class, Goals; TEXT: Ch 1

31: "Chicano!" Volume I—New Mexico Land Struggle

#### September

5: **Classes cancelled – Labor Day**

7: TEXT: Ch. 2

12: "Chicano!" Volume II—Farm Workers Movement

14: TEXT: Ch. 3

19: "Chicano!" Volume III—East LA Walkouts

21: MCM Ch 1-7

26: MCM Ch 8-15

28: Wrap up on Mexican Americans;

#### October

3: Discuss writing a research proposal

5: Ch 4 Lavariega Monforti **(BB)**

10: **Research Proposal due**; Discuss scholarly debate/synthesis papers

12: Political Participation by Latino Non-Citizens in the United States **Download:**

<https://webpace.utexas.edu/lealdl3/BJPS%20Leal.pdf>

Migrant Civic Participation **Download:**

[http://legacy.wilsoncenter.org/topics/docs/Fox\\_Bada\\_chapterfinal1.pdf](http://legacy.wilsoncenter.org/topics/docs/Fox_Bada_chapterfinal1.pdf)

17: Documentary; **Scholarly Debate/Synthesis of Research Paper due**

19: The Hispanic Challenge. **Download:**

<http://cyber.law.harvard.edu/blogs/gems/culturalagency1/SamuelHuntingtonTheHispanicC.pdf>

The Hispanic Challenge? What We Know About Latino Immigration. **Download:**

<http://www.wilsoncenter.org/sites/default/files/HispChall1.pdf>

Testing Huntington: Is Hispanic Immigration a Threat to American Identity? **Download:**

[http://www.apsanet.org/imgtest/PerspectivesMar07Citrin\\_etal.pdf](http://www.apsanet.org/imgtest/PerspectivesMar07Citrin_etal.pdf)

24: **Discuss research paper**

26: Wrap up on immigration; **Family Project due**

31: TEXT: Ch. 4

### **November**

2: TEXT: Ch. 5

7: Current research on Cuban Americans (**BB**)

9: Wrap up on Cuban Americans

14: “Balseros”; **Research Draft Due**

16: : TEXT: Ch. 6; Latina Politics: Gender, Participation, and Leadership **Download:**

<http://www.jstor.org/stable/42085>

21: TEXT: Ch. 7

28: Political Trust (**BB**)

30: “Should They Dance...” **Download:**

<http://journals.cambridge.org/action/displayFulltext?type=1&fid=2315444&jid=PSC&volumeId=41&issueId=04&aid=2315436>

### **December**

5: N. Masuoka. 2008. "Defining the Group: Latino Identity and Political Participation." *American Politics Research*. 2008 36: 33-61. **Download:** <http://apr.sagepub.com/content/36/1/33.full.pdf+html>

**Research Paper Due**

7: G. Sanchez. 2008. “Latino Group Consciousness and Perceptions of Commonality with African Americans.” *Social Science Quarterly*. **Download:**

[http://www.unm.edu/~sanchezg/Publication%20Files/Group%20Consc.%20SSQ\\_2008.pdf](http://www.unm.edu/~sanchezg/Publication%20Files/Group%20Consc.%20SSQ_2008.pdf)

K. Kaufmann. 2003. “Cracks in the Rainbow: Group Commonality as a Basis for Latino and African-American Political Coalitions” *Political Research Quarterly*, Vol. 56, No. 2, 199-210. **Download:**

<http://www.jstor.org/stable/3219898>