

Political Science 3100.003: Fall 2015
Topics in American Government: Latino Politics

Instructor: Dr. Valerie Martinez-Ebers
Phone: 940-565-2276, 940-390-2304
valmartinez@unt.edu

Office: Wooten 143
Office Hours: Tues.3:30-5 pm,
6-6:30 pm and by appointment

COURSE SUMMARY:

This course is intended as an overview of the political status and experiences of Latinos in the United States. Specifically, we will concentrate on the immigrants and later generations from Mexico, Cuba and Puerto Rico, (while acknowledging the scant information available on Latinos from other Central and South American countries) and address the following major 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 Latino national origin groups and, comparatively speaking, how do these experiences along with other contextual factors contribute to how they behave and view themselves within the American polity?
3. What are the political circumstances of Latinos with respect to their human capital as well as their civic and political participation, leadership, and representation in the electoral process, in the policy process, and in local, state and federal governments?
4. What theory or theories of minority group politics currently characterize Latino incorporation in the United States? What theory potentially explains the future status of Latinos in a changing America?

Additionally, we will devote some time to addressing the issue of immigration and examine a variety of additional policy issues affecting Latinos, particularly education, and voting rights. Also, please be FOREWARNED!! **There is a substantial amount of reading** required for this class.

COURSE OBJECTIVES:

Students can expect to learn the following by the end of this course:

- 1) Identify demographic, historic and social factors distinctive to the Latino American population.
- 2) Define and critically evaluate concepts relevant to the study of minority group representation.
- 3) Apply factual knowledge about history, social and political institutions with respect to the Latino population to facilitate a broader understanding of American politics.
- 4) Identify, critique and apply major academic theses and debates regarding minority politics and policy in the United States.

COURSE REQUIREMENTS:

1. Mid-term examination (worth 25%), currently scheduled for Oct. 4.
2. Final examination (worth 25%), currently scheduled for December 13.
3. Book critique: 7-10 page written report or 4-5 minute video (worth 25%), due Nov. 8
4. Class presentations – debates and videos (worth 10%), see Semester Schedule for Dates
5. Class participation/attendance/ homework assignments (15%)

Some extra credit points may be available, scheduled as needed by Dr. Martinez. The class presentations are scheduled for Nov 10 thru Dec 1. More information to come later regarding the class presentations

REQUIRED CLASS MATERIALS

1. Fraga, Luis Ricardo et al. 2010 *Latino Lives in America: Making It Home*. Temple University Press (hereafter called LLA). Available on Amazon or at bookstore.
2. Garcia, John. *Latino Politics in America*. The 3rd edition is preferable but the 2nd edition is also acceptable. (hereafter called LP). Available on Amazon or at bookstore.
3. Garcia-Bedolla, Lisa 2009. *Latino Politics*. (hereafter called Garcia-Bedolla) Available on Amazon or at bookstore.
4. *Latino Decisions*. Subscription is free online at www.latinodecisions.wordpress.com
5. Various chapters and articles will be posted on Blackboard, PSCI 3100 under Course Content and sometimes also available electronically through the UNT library.
6. ONE book from the following list (Your selection must be pre-approved by Dr. Martinez):

(By September 14th, you will need to order the book from Amazon.com, purchase it at Half-price Books or the UNT bookstore, or check it out from a local library in order to have sufficient time to complete the assignment.)

- a. Gutierrez, Jose Angel. *The Making of a Chicano Militant*. Univ. of Wisconsin Press, 1999.
- b. Melendez, Mickey. *We Took the Streets: Fighting for Latino Rights with the Young Lords*. St. Martins Press, 2003.
- c. Eire, Carlos. *Learning to Die in Miami: Confessions of a Refugee Boy*. Free press. 2011.
- d. Santiago, Esmeralda. 2012. *Almost a Woman*. DeCapo Press. 2012
- e. Urrea, Luis Alberto. *The Devil's Highway*. Back Bay Books. 2004.

STUDENT RESPONSIBILITIES

Students are expected to complete the reading and written assignments for each week, come to class and to participate in class discussions. Regular attendance and

participation are VITAL components of this class and as a result will work to your advantage in borderline grade cases. **More than two absences after Sept 6 will result in the subtraction of a letter grade unless the absence is excused due to documented illness, death in the family, university sponsored travel, etc.** More than three absences after Sept. 6 will result in an “F” for the course.

Readings should be viewed as complimentary to the lectures/class discussions. This means that not all information in the readings will be covered in class and vice versa. Students are, nevertheless, responsible for all material provided in class and in the readings.

OTHER IMPORTANT GUIDELINES

1. It is the policy of the University, the department of political science and Dr. Martinez, to comply fully with the Americans for Disabilities Act and to make reasonable accommodations for qualified students. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share, please notify me as soon as possible. My contact information as well as my office location and hours are listed above.

2. I have a strict policy on cheating or plagiarism. **The penalty for either offense will be to assign a failing grade to the test/paper or to assign a failing grade for the course, subject to my discretion.** To avoid the charge of plagiarism, ANYTIME you report the opinions or findings of another writer (even if it is written in your own words) YOU MUST CITE the author, and date of publication, eg. (Martinez-Ebers 2009). You can place the citation at the end of the sentence in parentheses, at the end of the paragraph if it involves more than one sentence or use endnotes or footnotes. Direct quotes always require citing the author, date of publication PLUS the page number IMMEDIATELY following the quote.

3. As we are all adults, we will treat one another with respect. Turn off your cell phones and no emailing or web surfing the web during class.

4. Always make a duplicate or back up file of your class paper and put it away in a safe place. Occasionally papers are misplaced by Dr. Martinez and this protects you.

5. Always keep any papers, written assignments, 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. Makeup exams will be given only in cases of unavoidable conflict or health problems. Students must contact Dr. Martinez before the regularly scheduled test in order to qualify

for a makeup exam. Make up tests are 100% essay and will take place at Dr. Martinez' convenience.

8. Papers and written assignments should be submitted at the beginning of class on the day they are due. Points will be deducted for late submissions (usually 10 points per day).

9. PLEASE NOTE: This syllabus serves as a guideline for your reading and preparation for exams. HOWEVER, as your professor, Dr. Martinez reserves the right to deviate from the syllabus when necessary. She 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.

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.

SEMESTER SCHEDULE:

What follows is an approximate timetable for the covering of the topics planned for the course. The reading assignment for each day is fixed without regard to our progress through the topics, unless announced otherwise.

- 8/30 Topic: Introduction to Course -Syllabus and Course Requirements
Assigned reading: none
In class video: *A Day Without A Mexican*
- 9/6 Topic: Demographic and Economic Realities, Latino Identity and Culture
Assigned Reading: LLA chs.1 and 2; LP chs.1 and 3
Homework Assignment: Answer the following questions:
1. What defines a Latino? Do Latinos comprise an ethnic group, racial group or some other differently characterized social group?
2. How much does being further removed from the immigration experience affect the cultural dimensions of being Latino?
3. What positive changes have occurred for Latinos in the US, and what are some of the serious problems that they continue to face?
- 9/13 Topic: History and Origins of Mexicanos and Mexican Americans in the United States
Assigned Reading: LP ch. 4; Garcia-Bedolla's chapter 3 on Blackboard ; LLP ch. 5
Homework Assignment: Answer the following questions:
1. What were/are the economic, political and social conditions in Mexico?
2. What were/are the main reasons for Mexicanos coming to the US?

3. What were conditions like in the US when Mexicanos arrived?
4. How were/are Mexicanos treated by Americans and the US government?

In class video: The Longoria Affair

- 9/20 No class but we have a special class on 9/29** (see below)
- 9/27 History and Origins of Latinos (Minus Mexicanos) in the United States
Assigned Reading: Garcia-Bedolla chapters 4-7 on Blackboard
Homework Assignment: Be prepared to verbally answer the following questions about each national origin group that you have read about:
1. What were the conditions of the country or area from which the group came?
2. What were the main reasons for immigration to the US?
3. What were conditions like in the US when the group arrived?
4. How are their experiences similar and/or different from Mexicanos?
5. Assuming that the population trends described in your readings continue, what will the US population be like by 2050?
- 9/29** Field Trip to the Modern Art Museum of Fort Worth to see documentary: Willie Velasquez: Your Vote is Your Voice. Be at 3200 Darnell Street, Fort Worth, Texas 76107 by 6:30 pm.
- 10/11 **Midterm Examination**
Study Guide posted on Blackboard on 9/30
- 10/18 Topic: Latino Immigration Today: The Great Debate!
Assigned Reading: LP ch. 9; *The Future is Ours*, ch. 11, “The Hispanic Challenge” and “Who Are We” all are posted on Blackboard
Homework Assignment: Answer these questions:
1. Is Huntington correct about Hispanic immigration? Why or Why not?
2. What immigration reforms are absolutely necessary? What reforms are: needed, desirable, practical and/or politically feasible?
1st class debate: How should the United States reform its immigration policy?
- 10/25 Topic: Latino Public Opinion
Assigned Reading: LP ch. 5; *Perspectives on Race, Ethnicity and Religion*, ch. 8 and *The Future is Ours*, ch. 5 on Blackboard AND read 2 reports on policy opinions on www.latinodecisions.com
Homework Assignment: Be prepared to verbally answer the following questions:
1. What do Latinos think is the most important issues for the United States? for the Latino community?

2. To what extent do Latinos support the rights of women and LGBT residents?
 3. How do Latinos opinions on these issues compare with other racial-ethnic groups?
- 2nd class debate: Are Latinos liberal or conservative?

- 11/1 Topic: Latino political participation
Assigned Reading: LP ch.6; article by Lisa Martinez and article by Matt Barreto on blackboard.; and <http://latinousa.org/2016/05/23/obstacles-and-enablers-to-unlock-hispanic-political-participation/>
Homework Assignment: Answer the following questions:
 1. How politically active are Latinos?
 2. What factors depress their participation?
 3. What factors could increase their participation?Class presentation and videos on *The Making of a Chicano Militant*
- 11/8 Topic: Once a Sleeping Giant: The Latino Vote
Assigned Reading: LP ch. 7; *Latinos and the 2012 Election* chapters posted on Blackboard; Read three articles from www.latinodecisions.com
Homework Assignment: Be prepared to verbally answer the following questions:
 1. What strategies can used to mobilize and GOTV of Latinos?
 2. What political party do Latinos prefer and how strong is their identification?
 3. Who is most likely to get the support of Latinos in the presidential election and why?3rd class debate: Will Latino voters play a critical role in the outcome of the presidential election?
- 11/15 Topic: Latinos and the 2016 Elections
Assigned Reading: Read anything you can find (i.e., new articles, blogs, opinion editorials, etc.) about the participation of Latinos in the 2016 elections.
Homework Assignment: Bring your favorite news article, blog or video, opinion editorial, etc. on the role that Latinos played in the 2016 election
Analytical Book Reports and Videos DUE
Class presentation and videos on *We took the Streets*
- 11/22 Topic: Representation and Latino Elected Officials and Organizations
Assigned Readings: LP ch. 8, Latino Leader Survey on Blackboard;
Class presentation and videos on *Learning to Die in Miami*
AND
Latinos and Voting Rights

Assigned Reading: LP ch.10; *Latinos and the Voting Rights Act*, ch. 3 posted on Blackboard; on www.latinodecisions.com read “Federal Appeals Court Relies On Expert Report by Barreto & Sanchez in Texas Voter ID Lawsuit”

Homework Assignment: Answer the following question:

1. What does Race and Racism have to do with the voting rights of Latinos?

Class presentation and videos on *Almost a Woman*

11/29

Topic: Latinos and Education

Assigned Reading: LLA ch. 3; LP ch. 10 and “The Politics of Latino Education” article posted on Blackboard

Homework Assignment: Be prepared to verbally answer the following questions:

1. Why is education continuously among the top concerns for Latinos in the US?
2. How have the issues of Latino education changed overtime?
3. What actions have been taken by political leaders and organizations to improve Latino educational achievement and has these actions shown any positive effect?

4th class debate on the Pros and Cons of Bilingual Education

12/6

Topic: Intergroup Coalitions and the Political Future of Latinos

Assigned Reading: LP chs. 11 and 3; LLA ch. 4, *the future is Ours*, ch 12 on Blackboard

NO Homework Assignment YAY!!!!

Class presentation and videos on *The Devil's Highway*

12/13

Final Examination, 6:30 PM

Instructions for the Analytical Book Report

All papers should be within the required 7-10 page length, NOT including the title page. Or reference page(s)

All papers should include a separate title page and a separate reference page(s)

The remaining pages should be double-spaced, numbered, printed in 12 point type with no greater than one inch margins on ALL four sides, including the first page of text.

The first section of paper should provide a good summary of the book AND a paragraph with up to date biographical information about the main author or editor (probably no more than three and one-half pages for this first section). The remainder of the paper should discuss/answer the following questions in an essay format. What factors led to the group consciousness of the main character or group? Cite specifics that support your answer.

1. Broadly defined, what were the political and or social issues or dilemmas faced by the main character or group? Cite specifics that support your answer.

2. What theory or theories of minority group politics is evidenced in the character's or group's efforts to resolve these issues/dilemmas? Cite specifics that support your answer.
3. How would you probably have acted in these circumstances? Why?
4. What significant lessons did you learn about Latino Politics from reading this book?

Academic Integrity

UNT Policy 18.1.16 at http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf

I. Categories of Academic Dishonesty.

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

B. Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

C. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

D. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.

E. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.

F. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

II. Available Academic Penalties

The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

A. Admonition. The student may be issued a verbal or written warning.

B. Assignment of Educational Coursework. The student may be required to perform additional coursework not required of other students in the specific course.

C. Partial or no credit for an assignment or assessment. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.

**University of North Texas-Statement of ADA Compliance
The Political Science Department cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request on or before the sixth class day (beginning of the second week of classes).**

University of North Texas-ADA and Plagiarism Compliance

This certifies that I have read the syllabus and understand the requirements for the course and the mandatory department policy. I also understand the Policy on Cheating and Plagiarism. I agree to abide by academic honesty outlined by the Center for Student Rights & Responsibilities www.unt.edu/csrr/ and have read the material about my rights and the sanctions that can be imposed if I violate the student code of conduct. I verify that all work done in this class will be my own, that I will cite or quote sources when I draw from other authors' material, and that I will present only accurate and truthful information to the professor and the teaching assistants. Furthermore I understand that violating the policy will result in an automatic "F" for the course and referral to the Dean of Students for disciplinary proceedings and dismissal.

Signature: _____ Date: _____

Printed Name: _____ EUID: _____