

Latino/a Politics and Policy

-Syllabus-

Spring 2015

Departments: Political Science & Center for Latin American Studies

Course Number: POS 4931/LAS 4935

Instructor: Olivia Garcia, PhD

Contact information: OliviaG@multicultural.ufl.edu

Office hours: By appointment only

Class meetings: Tuesday 5:10-6 PM; Thursday 5:10-7:05 PM

Room: Anderson 019

Use eLearning site for additional reading materials, assignments and announcements

Ares site for reading reserves: <https://ares.uflib.ufl.edu/ares/>

This course is intended to provide students with an understanding of Hispanic and Latino/a political activity within the United States. The course focuses on the racial and ethnic identity of Hispanics and Latinos in addition to questions of United States politics and public policy. We will answer questions about how Hispanics and Latinos are racialized and how racialized groups influence U.S. politics. The course asks students to evaluate the definition of politics and what constitutes political activity especially for Hispanics/Latinos/as that have found themselves residing in the U.S. for a variety of reasons some of which are not their own.

Because there is such diversity amongst Hispanics/Latinos/as, this course will focus on the following racial and ethnic groups: Mexican/Mexican-Americans, Cuban/Cuban-Americans, Puerto Ricans, and other people from Central and South Americans. This is certainly not to discredit other racial or ethnic groups from other countries; however due to time restrictions, we will focus on the groups that make up the majority of the Hispanic-Latino/a population in the United States.

This is a course focused on U.S. politics so we will focus on both the national levels as well as examine some controversial state politics. It is assumed that students enrolled in this course have taken an introductory course on U.S. politics and know how Congress works as well as have read/are familiar with the U.S. Constitution. Students need to have a basic understanding of the classic definition of public policy and politics as who gets what, when, and why and what factors contribute to the allocation of resources (Lasswell).

Course learning objectives

By the end of this course, students will be able to:

1. Understand how race and ethnicity are social constructions,
2. Articulate the differences between race, ethnicity, ethno-race and Hispanic/Latino/a,
3. Point to particular instances in U.S. history where Hispanics/Latinos/as were political actors,
4. Describe the institutional barriers Hispanics/Latinos/as have faced as they have tried to become political actors,
5. Theorize and/or analyze what previous political events where Hispanics/Latinos/as played a role, mean for the future of the United States.

6. Develop critical thinking and personal reflection skills particularly based on the final assignments.

Assignments and grading

There will be **four short papers** where students will have to respond to one question/series of questions from a list distributed. Questions will be distributed a few days prior to their due date. Essays must be uploaded by the designated time – no late papers – **NO EXCEPTIONS!** There may be more response papers required, but students will get to drop their lower grades. More instructions will come when the questions are distributed. The lowest grade will be dropped, but students are encouraged to complete ALL four papers.

Attendance and participation are important especially for those students who are not as good at writing as they are in presenting oral arguments. However, this does not mean that students should just talk to talk. *Students must formulate well thought out responses* based upon the reading and their own reflections before asking questions and/or challenging ideas presented in lecture/discussion. Students are also encouraged to keep up to date with current events so they can connect those to the texts. Readings should be done **before** coming to class on the date listed below.

Moreover, listening to others and letting others talk is just as important as one person doing all the talking. Let's learn from each other!

There will be a **video blog and final writing assignment**. More instructions to come.

Percentage breakdown of final grades

3-Short/Response papers (15% each).....45% (lowest grade dropped)
Attendance and Participation.....20%
Video blog.....10%
Final writing assignment.....25%

Grading Scale

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

Policies

As a student at the University of Florida, appropriate professional behavior during class is expected. Professional behavior includes but is not limited to listening attentively during lectures and when other students are contributing to class discussion. No electronic devices (cell phone, etc.) should be used during class without permission from the instructor. Behavior such as chatting during class discussion while a student or the instructor is speaking, arriving late, or

leaving early will result in loss of engagement points. Behavior that is disrespectful or disrupts the learning of other students may result in referral of the student to the Dean of Students.

Information on UF Grading Policies for Assigning Grade and Grade Points:

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/staff/grades.html> and for information on current UF grading policies for assigning grade points, see the following: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading: To be fair to all students in this class, all assignments are due on time at the beginning of class. Late work will lose one letter grade for each day late (e.g., a B+ project will become a C+ project if it is turned in a day late). No exams will be given early. Make-up exams will only be given in case of emergency IF a student notifies me BEFORE the exam is given and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed exam. During tests, cell phones, textbooks, and notes must be neatly stowed away, and hats should not be worn.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Academic Dishonesty:

All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." In addition, on all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at <http://www.dso.ufl.edu/judicial/honorcode.php>

Cheating, lying, misrepresentation, or plagiarism (that is "quoting oral or written materials, whether published or unpublished, without proper attribution to the author or submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student") is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

It is assumed that students will be honorable, trustworthy, and honest in their academic coursework, but violations of the honor code have occurred. In keeping with the seriousness of such violations, their description and sanctions are presented at the following website <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

Please consider them carefully. By engaging in such conduct, a student violates the Honor Code and becomes subject to the Student Conduct Code (6C1-4.016).

Accommodations for Students with Disabilities:

The University of Florida seeks to provide accommodations for all qualified students with disabilities. The university adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. Students requesting classroom accommodation must first contact the Disability Resource Center located in Room 002 Reid Hall, phone 392-8565 (www.dso.ufl.edu/drc). See the following webpage for a detailed checklist of procedures to follow in this process: <http://www.dso.ufl.edu/drc/getstarted.php>

The Dean of Students Office will provide documentation to students who must then provide this documentation to the instructor when requesting accommodations. Please contact me privately as soon as possible to arrange for the appropriate accommodations within the first week of class.

Texts

Bedolla, Lisa Garcia. 2009. **Introduction to Latino Politics in the U.S.** Polity Press. Malden, MA. (Labeled Bedolla/LP below)

Bordas, Juana. 2013. **The Power of Latino Leadership: Culture, Inclusion, and Contribution.** BK Business.

Additional readings listed on UF's Ares under LAS 4935

Day to Day Readings and Assignments

Week 1

Jan. 6th – Introductions & class expectations

Jan. 8th – lecture on race and ethnicity politics, U.S. socio-economic and political hierarchy

Week 2

Jan. 13th

- Bordas, Juana. “Destino: Personal and Collective Purpose” & “Conciencia: Knowing Oneself and Cultivating Personal Awareness” in **The Power of Latino Leadership: Culture, Inclusion, and Contribution.** BK Business. 2013.

Introduction to Latino/a Politics

Jan. 15th

- Bedolla/LP - Ch 1 pages 1-9

Section 1: Understanding race/ethnicity - are Latinos a racial or ethnic group?

Learning objectives:

1. Understand how race and ethnicity are social constructions,
2. Articulate the differences between race, ethnicity, ethno-race and Hispanic and Latino/a,

Week 3

Identity Politics within American Politics

Jan. 20th

- Mohamed, Heather Silber. 2014. “The Boundaries of Americanness: Perceived Barriers among Latino Subgroups.” in Affigned "the boundaries of Americanness." In **Latino**

Politics En Ciencia Política. Edited by Tony Affigne, Evelyn Hu-DeHart and Marion Orr. New York University Press. New York, NY. (Pages 132-160)

Jan. 22nd

- Watch *Harvest of Empire* (Jan. 22nd)

Response paper 1 – due Jan. 25th at 11:59 PM EST

Week 4

Jan. 27th

- Bordas, Juana. “The Latino Legacy in the United States” in The Power of Latino Leadership: Culture, Inclusion, and Contribution. BK Business. 2013.

Jan. 29th

- Monforti, Jessica Lavariega. 2014. “Identity Revisited: Latinos(as) and Panethnicity.” In **Latino Politics En Ciencia Política**. Edited by Tony Affigne, Evelyn Hu-DeHart and Marion Orr. New York University Press. New York, NY. (Pages 51-73)

Week 5 - Race, Ethnicity, Consciousness and Hispanic/Latino/a Identity

Feb. 3rd

- Demby, Gene. 2014. “Poll Focuses on View from A Wide Array of Latino Americans.” January 21. NPR. Available at:
<http://www.npr.org/blogs/codeswitch/2014/01/21/263502571/a-new-poll-takes-a-look-at-views-from-latino-america?ft=1&f=1003>

Feb. 5th

- Anzaldúa, Gloria. 1999. “Towards a New Consciousness” in **Borderlands/La Frontera**. Second Edition. Aunt Lute Books. San Francisco, CA (Chapters 7, Pages 99-115)
- Shelby, Tommie. 2009. “Racism, Identity, and Latinos: A Comment on Alcoff” *The Southern Journal of Philosophy* (2009) Vol. XLVII
http://www.academia.edu/882480/Racism_Identity_and_Latinos_A_Comment_on_Alcoff
- Alcoff, Linda. 2009. “Latinos Beyond the Binary” Website. Available at:
<http://www.alcoff.com/content/beyondbinary.html>

Feb. 10th

- Bordas, Juana. “Ancient Roots and Mestizo Ancestry” in The Power of Latino Leadership: Culture, Inclusion, and Contribution. BK Business. 2013.

Week 5 & 6 - Race, Identity and Political Institutions (Part 1)

Section 2 – What is power? What is politics? What is individual agency?

Learning objectives:

3. Point to particular instances in U.S. history where Hispanics and Latinos/as were political actors and understanding of basic U.S. federal, state and local institutions,
4. Describe the institutional barriers Hispanics and Latinos/as have faced as they have tried to become political actors

Feb. 10th

- Bedolla, Lisa Garcia, 2005. “Latino Political Engagement” in **Fluid Borders: Latino Power, Identity, and Politics in Los Angeles**. University of California Press. (Pages 1-18)
- Haney-López, Ian F. 1997. “Retaining Race: LatCrit Theory and Mexican American Identity in Hernandez v. Texas,” 2 *Harv. Latino L. Rev.* 279 Available at: <http://scholarship.law.berkeley.edu/facpubs/1811>

Feb 12th

Watch *Nuestras Historias*

(<http://www.youtube.com/watch?v=JdgZQ851AIQ&list=UUivMjdazITrlGEuH2JBEI2Q>) and

No Spic for President

(<http://mediasite.video.ufl.edu/Mediasite/Play/769047f6ca974bb09df75a73356034c21d>)

Assignment – Response Paper 2 due Feb 15th at 11:59 PM EST

Week 7 & 8 – Race, Identity and Political Institutions (Part 2)

Feb. 17th - No Reading; lecture on representation

Feb. 19th

- Hero, Rodney E. and Caroline J. Tolbert. 1995. “Latinos and Substantive Representation in the U.S. House of Representatives: Direct, Indirect, or Nonexistent?” *American Journal of Political Science*, Vol. 39, No. 3 (Aug.), Pages 640-652
- Preuhs, Robert R. 2007. “Descriptive Representation as a Mechanism to Mitigate Policy Backlash: Latino Incorporation and Welfare Policy in the American States” *Political Research Quarterly*, Vol. 60, No. 2 (Jun.), Pages 277-292

Week 9 - Race, Identity and Political Institutions (Part 3)

Feb. 24th

Review Census Data on Hispanic/Latino Demographic information (states with substantial populations)

Feb. 26th

- Fraga, Luis R., et. al. 2006. “Su Casa Es Nuestra Casa: Latino Politics Research and the Development of American Political Science”(s). *The American Political Science Review*, Vol. 100, No. 4, Nov., 2006. (Pages 515-521)
- Bedolla/LP - Chapter 2

Week 10

[Spring Break March 2nd – 5th]

Week 11 - Political Incorporation of Latinos/as

March 10th

- Affigne, Tony. 2014. “The Latino Voice in Political Analysis 1970-2014” in **Latino Politics En Ciencia Política**. Edited by Tony Affigne, Evelyn Hu-DeHart and Marion Orr. New York University Press. New York, NY. (Pages 9-47).

March 12th

- Levin, Inés. 2013. "Political Inclusion of Latino Immigrants: Becoming a Citizen and Political Participation." *American Politics Research* 41(4). February 7. Pages 535-568.
- Amaya, Hector. 2013. "Introduction: Latinas/os and Citizenship Excess" in **Citizenship Excess: Latinos/as, Media and the Nation**. New York University Press. New York: NY. (Pages 15-28)

Week 12 & 13

March 17th – 19th

Class assignment – in small groups find the following information (present to class)

1. Number of Hispanic/Latino Senators
2. Number of Hispanic/Latino Representatives
3. Number of Hispanic/Latino Governors
4. Number of Hispanic/Latino Locally elected state representatives
5. Hispanic/Latino National Advocacy Groups
6. Describe up to three-to-five contemporary issues that directly affect Hispanic/Latinos (more so than other racial and ethnic groups)

*Graduate student presentations - to be determined by class size

Week 13 – Getting Latinos/as Elected/Voter Mobilization

March 24th

- Manzano, Sylvia and Gabriel R. Sanchez. 2010. "Take One for the Team? Limits of Shared Ethnicity and Candidate Preferences" *Political Research Quarterly*, Vol. 63, No. 3 (September). Pages 568-580.

March 26th

- Barreto, Matt A. 2007. "¡Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters" *The American Political Science Review*, Vol. 101, No. 3 (Aug.). Pages 425-441.
- Bedolla, Lisa Garcia and Melissa Michelson. 2012. **Mobilizing Inclusion: Transforming the Electorate through Get-Out-the-Vote Campaigns**. Yale University Press. Pages 1-10 and 191 – 207.

Week 14

March 31st – Guest Speaker

April 2nd – NO CLAS

Assignment – Response Paper 3 due April 3rd at 11:59 PM EST

Week 15 – Latina and Politics

April 7th

- Bedolla, Lisa García, Jessica L. Lavariega Monforti & Adrian D. Pantoja (2006) "A Second Look: Is There a Latina/o Gender Gap?" *Journal of Women, Politics & Policy*, 28:3-4, Pages 147-171.

April 9th

- Montoya, Lisa J., Carol Hardy-Fanta and Sonia Garcia. 2000. "Latina Politics: Gender, Participation, and Leadership" *PS: Political Science and Politics*, Vol. 33, No. 3 (September), Pages 555-561.

- Fraga, Luis Ricardo, Linda Lopez , Valerie Martinez-Ebers & Ricardo Ramírez (2006) “Gender and Ethnicity: Patterns of Electoral Success and Legislative Advocacy Among Latina and Latino State Officials in Four States,” *Journal of Women, Politics & Policy*, 28:3-4, 121-145.

Week 15 – Protest and Non-Voter Political Participation

April 14th

- Marquardt, Marie Friedman et. al., 2011. “Migrants Mobilize: Finding a Voice in Local and National Debates” in **Living Illegal: The Human Face of Unauthorized Immigration**. The New Press. New York: NY. (Pages 205-255)

April 16th

- Gonzales, Alfonso. 2009. “The 2006 Mega Marchas in Greater Los Angeles: Counter-Hegemonic Moment and the Future of El Migrante Struggle.” *Latino Studies* 7.1 (Spring). Pages 30-59.
- Beltran, Cristina. 2009. “Hannah Arendt, Immigrant Action, and the Space of Appearance” *Political Theory*, Vol. 37, No. 5 (October), Pages 595-622.

April 21st – Readings to be selected from list below by students

- Martinez, Lisa M. 2005. “Yes We Can: Latino Participation in Unconventional Politics” *Social Forces*, Vol. 84, No. 1 (Sep.). Pages 135-155
- Aparicio, Ana. 2010. “Transglocal Barrio Politics: Dominican American Organizing in New York City” in **Beyond el barrio : everyday life in Latina/o America**. Edited by Gina M. Pérez, Frank A. Guridy, and Adrian Burgos, Jr. New York : New York University Press.
- Exerts from **Undocumented and Unafraid: Tam Tran, Cinthya Felix, and the Immigrant Youth Movement** (2012). By the UCLA Center for Labor Research and Education.
- Bordas, Juana. 2012. “Leadership for a Multicultural Age – Making the Commitment: Personal, Organizational and Political” in **Salsa, Soul and Spirit: Leadership for a Multicultural Age**. Berrett-Koehler Publishers. San Francisco, CA.

Watch *Walkout*

Assignment – Response Paper 4 due April 22nd at 11:59 PM EST

Final assignments (video blog) and written assignments due April 29th 11:59 PM EST.