PSCI 597 U.S. Latino Politics  
Fall 2014  
Thursdays (3:45pm-6:30pm)  
Social Science Building 143

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Office Hours: Tuesdays 12:00pm-12:30pm and 3:15pm-3:45pm;  
Wednesdays 4:00pm-6:00pm and 8:45pm-9:15pm;  
Thursdays 12:00pm-12:30pm; 3:15pm-3:45pm; 6:30pm-7:00pm  
or by appointment

Course Description:  
Welcome to U.S. Latino Politics! This class will encompass a wide range of political,  
social, historical and cultural issues related to Latinos in the United States. The course  
will focus on the policies that most directly affect Americans of Latin American heritage.  
Ample instruction will be provided on the varied political histories of major US Latino  
subgroups (Mexican-Americans, Puerto Ricans, and Cuban-Americans among others). In  
addition, we will address major public policy issues that are significant for US Latinos,  
including political participation, immigration, education, and assimilation.

We will begin the course with an overview of the diversity within the US Latino  
population. Then, we will explore Latino voting behavior and other types of political  
participation that Latinos engage in. Next, we will delve into political-historical  
backgrounds of specific nationality subgroups. After the midway point in the semester,  
we will turn our attention to specific US policy issues that include: legal and  
unauthorized immigration trends, reforms, and policy proposals; school desegregation;  
mandated primary education for undocumented immigrants; bilingual education; English-  
only policy proposals; and assimilatory cultural practices. The readings for this course  
include: peer-reviewed academic articles and book chapters in addition to US court cases  
and state and federal laws and proposed legislation.

Format:  
Each student will be responsible for presenting the assigned readings on a rotating basis  
(see Requirements/Assignments). Each class will involve intense discussions about the  
assigned readings. In addition, we will use videos and invite guest speakers to further our  
understanding of U.S. Latino Politics. Please note: This syllabus is subject to change at  
any time at the professor’s discretion.

Learning Outcome:  
Students will gain a historical and contemporary understanding of political issues and  
policies that significantly affect the US Latino population.
NO PERSONAL ELECTRONIC DEVICES ARE ALLOWED IN CLASS
AT ANY TIME.
THIS INCLUDES (BUT IS NOT LIMITED TO):
CELL PHONES,
LAPTOPS,
iPADS,
iPODS,
MP3 Players/Recorders,
Translation Devices
VIDEO CAMERAS
OR ANY OTHER AUDIO AND/OR VIDEO RECORDERS OF ANY KIND

IF ANY OF THESE DEVICES ARE PRESENT IN CLASS YOU WILL BE ASKED TO STORE THEM OR LEAVE THE CLASS IMMEDIATELY.

Requirements/Assignments

Papers:
You must produce two papers (14-16 pages, typed 12-point font, double spaced, 1in margins all around), each worth a total of 30% of your grade. The first paper is a research paper focusing on a theme presented during the first half of the course. The second paper must focus on a theme presented in the second half of the semester. Papers must be submitted in electronic form (as an email attachment) AND as a hard (printed) copy on the due dates. You will be provided with specific guidelines to complete each paper.

Note: Your research papers cannot be the same or similar to papers submitted for another course. Likewise, you cannot use the research paper you write in this course for another class without the expressed permission of the other professor. Late papers will NOT be accepted for ANY reason.

Examinations:

There are no examinations in this course.

Attendance: 10% of your grade is based on your class attendance. Students are required to attend class and attendance will be taken at the end of each class session using a sign-in sheet. Signing in a student who is not present or asking a student to sign you in when you are absent constitutes academic dishonesty (see p.3). It is the student’s responsibility to ensure that they have signed in. Arriving late and/or leaving early will negatively impact your attendance grade. Attendance is critical, discussions are irreplaceable, and course sessions cannot be “made up.” I will not be managing any excuses for absences. You can miss up to ONE class session without penalty for any reason. More than one absence will result in a reduction in your grade, REGARDLESS of the reason (excused OR unexcused).
The attendance grade scale appears below.

- **0 absences** = you will get a bonus of **2% added to your grade**
- **1 absence** = **no penalty**
- **2 absences** = **-2% from your grade**
- **3 absences** = **-4% from your grade**
- **4 absences** = **-6% from your grade**
- **5 or more absences** = **-10% from your grade**

**Participation:** Your participation in this course is worth **5%** of your grade. Positive participation includes responding to my questions, asking your own questions, and contributing to class discussions. Your participation grade will be reduced if you use personal electronic devices in class, misbehave in class, or disrupt class in any way.

**Pop Quizzes:** These will be assigned randomly throughout the semester and will count for a total of **5%** of your grade. If you are absent when a short writing assignment or pop quiz is given, you cannot make it up, irrespective of the circumstances. Pop quizzes will be graded on the basis of the content and clarity of your answers.

**Readings Presentations:** Each student will be assigned to present readings and help lead the discussions throughout the semester on an equitable and rotating basis. These presentations must be accompanied by a summary handout to be distributed to all of the students in the class. Each presentation will be strictly limited to **15 minutes each.** Your presentations are worth **20%** of your grade.

**Grades:** Your grade in this course will be determined by the criteria listed below. Specifically, the following scale will be used to determine your grade:

- Research Paper #1 (October 16): **30%**
- Research Paper #2 (December 4): **30%**
- Readings Presentations: **20%**
- Attendance: **10%**
- Participation: **5%**
- Quizzes: **5%**

A 90-100%; B 80-89.9%; C 70-79.9%; D 60-69.9%; F Below 60%

**Notes on Academic Dishonesty of ANY kind:** Any student who is caught committing any kind of academic dishonesty will receive an “F” in this course and will be reported to the University administration. “Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), signing the attendance sheet for a student who is absent (or asking another student to sign you in when you are absent), and abuse (destruction, defacing, or removal) of resource material” (Texas A&M University-Commerce Procedures A13.12). If you have any doubt as to what may constitute academic dishonesty, please consult with me prior to submitting any assignments.
Notes on plagiarism: All research papers will be submitted to turnitin.com, a digital plagiarism detection system. Any student who is caught plagiarizing will receive an “F” in this course and will be reported to the University administration for academic dishonesty. If you have any doubt as to what may constitute plagiarism, please consult me prior to submitting any written work.

In order to maximize your performance in this course, you must:

- **TURN OFF ALL PERSONAL ELECTRONIC DEVICES BEFORE CLASS BEGINS. THIS INCLUDES (BUT IS NOT LIMITED TO): CELL PHONES, LAPTOPS, iPADS, iPods, MP3 Players/Recorders, Translation devices, VIDEO CAMERAS, OR ANY OTHER AUDIO AND/OR VIDEO RECORDERS OF ANY KIND**

- **IF ANYONE IS FOUND TO BE TEXTING OR ANSWERS A PHONE CALL DURING CLASS, THE ENTIRE CLASS WILL TAKE A POP QUIZ ON THE SPOT.**

  - Attend each class session AND arrive ON TIME (the classroom door will not be opened for late arrivals **15 minutes after class starts**; Notify the professor in advance if you need to arrive late or leave early (this may affect your grade);
  - Read the assigned material before class and be prepared to discuss the topics presented;
  - Refrain from reading materials or working on other homework during class;
  - Do NOT get up in the middle of class to go to the bathroom unless absolutely necessary;
  - Be courteous to -and respectful of- your fellow students and professor.

**Code of Student Conduct:** Faculty have the authority to request students who exhibit inappropriate behavior to leave the class and may refer serious offenses to the University Police Department and/or the Dean of Students for disciplinary action. Failure to comply with the Code of Student Conduct and commonsensical directions listed above may result in a verbal request to cease inappropriate behavior, your immediate removal from the class, being immediately dropped from the class, and/or a review by an appropriate university disciplinary agency. For more information on this subject, please see the Student Guidebook.

**Note to Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
studentdisabilityservices@tamuc.edu
Required Readings:
There are two required texts for this course. **MAKE SURE TO PURCHASE THE CORRECT EDITIONS:**

**Required Textbooks**


**ELECTRONIC BOOKS (e-books) ARE NOT ACCEPTABLE FOR THIS COURSE**

**Readings Packet**

In addition to the texts, there is a **required readings packet** that you will need to download and print out from dropbox.com.

**In-Class Readings**

During most class sessions, you will receive a series of handouts that you will read and discuss in class.

**Course Schedule:**

**Week 1 (August 28) Introduction to Course; US Latino Diversity**
Read:

You will be provided with tonight’s readings in class. Please purchase your books and download the Readings Packet.

**Week 2 (September 4) Latinos and US Politics**
Read: 47
- Latino Politics, Chapter 1 Introduction: Latinos and US Politics (13)
- Jorge Ramos, The Latino Agenda (15)
- The Latino/a Condition, Chapter 2 Hispanics? That’s What They Call Us (3)
- The Latino/a Condition, Chapter 4 Latino/a Identity and Multi-Identity: Community and Culture (4)
- The Latino/a Condition, Chapter 29 Hispanic Stereotyping (6)
- The Latino/a Condition, Chapter 9 Gateway to Whiteness: The Census and Hispanic/Latino Identity (6)
Week 3 (September 11) Latino Participation
Read: 54
- Latino Politics, Chapter 2 Latina/o Participation: Individual Activity and Institutional Context (21)
- Pew Research Center, How Hispanics Voted in the 2008 Election (2)
- Matt A. Barreto, Loren Collingwood and Sylvia Manzano, A New Measure of Group Influence in Presidential Elections: Assessing Latino Influence in 2008 (13)
- Pew Research Center, The Latino Electorate in 2010: More Voters, More Non-Voters (18)

Week 4 (September 18) Mexican Americans
Read: 76
- Latino Politics, Chapter 3 (p. 36-63) Mexican Americans: Conquest, Migration and Adaptation (27)
- Latino Politics, Chapter 3 (p. 63-92) Mexican Americans: Conquest, Migration and Adaptation (29)
- The Latino/a Condition, Chapter 10 Occupied America (4)
- The Latino/a Condition, Chapter 12 Tracing the Trajectories of Conquest (8)
- The Latino/a Condition, Chapter 22 “Occupied” Mexico (8)

Week 5 (September 25) Puerto Ricans
Read: 56
- Latino Politics, Chapter 4 Puerto Ricans: From Colonized People to Political Activists (25)
- Luis Muniz-Arguelles, The Status of Languages in Puerto Rico (15)
- The Latino/a Condition, Chapter 7 Re-Imagining the Latino/a Race (8)
- The Latino/a Condition, Chapter 18 Puerto Rico and the Federal Government (4)
- The Latino/a Condition, Chapter 71 Latinegras: Desired Women-Undesirable Mothers, Daughters, Sisters, and Wives (4)

Week 6 (October 2) Cuban Americans
Read: 51
- Latino Politics, Chapter 5 Cuban Americans: Occupation, Revolution and Exile Politics (30)
- The Latino/a Condition, Chapter 19 The Cuban American Exile Ideology (4)
- The Latino/a Condition, Chapter 20 A Separate and Inferior Race (10)
- The Latino/a Condition, Chapter 5 Building Bridges: Latinas and Latinos at the Crossroads (7)
Week 7 (October 9) Central and South Americans
Read: 59
- Latino Politics, Chapter 6 Central Americans: Inequality, War and Solidarity (28)
- Helen B. Marrow, South America: Ecuador, Peru, Brazil, Argentina, Venezuela (19)
- Helen B. Marrow, Argentine Americans (3)
- Latino Politics, Chapter 7 Conclusion: The Context of Latino Migration and Mobilization (9)

Week 8 (October 16) Research Paper #1 DUE; Latino Politics Film 1
Read:
Read: No Readings. Submit Research Paper #1 and take notes on the video presented in class.

Week 9 (October 23) Immigration Policy Part 1
Read: 53
- Michael LaRosa and Lance R. Ingwersen, U.S. Immigration Policies in Historic Context: A Latin American Case Study (13)
- Texas Office of the Comptroller, Special Report: Undocumented Immigrants in Texas (22)
- Florida Chamber Foundation, Immigration and Florida’s Economy (18)

Week 10 (October 30) Immigration Policy Part 2
Read: 64
- Jorge Ramos, The New Neighbors Next Door (36)
- S. 1200 Summary, Immigration Reform and Control Act of 1986 (10)
- Pew Research Center, Unauthorized Immigrants: Length of Residency, Patterns of Parenthood (13)
- The Latino/a Condition, Chapter 84 Maid in the U.S.A. (5)

Week 11 (November 6) Education Policy
Read: 64
- United States District Court Decision, Mendez v Westminster (14)
- United States Supreme Court Opinion, Plyler v Doe (19)
- Rosalie Pedalino Porter, The Case Against Bilingual Education (5)
- James Crawford, Ten Common Fallacies about Bilingual Education (6)
- Texas Higher Education Coordinating Board, Overview Residency and In-state Tuition (2)
- Texas S.B. 1528 (Dream Act) (12)
- US S. 952 DREAM ACT of 2011 (6)
Week 12 (November 13) English Only Policy
Read: 60
- The Latino/a Condition, Chapter 88 The English Language Movement (3)
- The Latino/a Condition, Chapter 89 American Languages, Cultural Pluralism, and Official English (8)
- Elliot L. Judd, The English Language Amendment: A Case Study on Language and Politics (22)
- NEA Research, The Benefits of Second Language Study (12)
- The Latino/a Condition, Chapter 87 Hold Your Tongue (3)
- The Latino/a Condition, Chapter 91 The Law of the Noose: A History of Latino Lynching and Its Relation to Official English (7)

Week 13 (November 20) Assimilation
Read: 79
- Gustavo Arellano, My Mexican Awakening (22)
- Jorge Ramos, Why Latinos Are Different: The Melting Pot Myth (38)
- The Latino/a Condition, Chapter 61 Melting Pot or Ring of Fire? (4)
- The Latino/a Condition, Chapter 66 Harvard Homeboy (4)
- The Latino/a Condition, Chapter 67 Dropping the Hyphen? (4)
- The Latino/a Condition, Chapter 68 Going to School: “Two Struggles” (7)

Week 14 (November 27) Thanksgiving Break (No Class)
Read:
- Nothing.

Week 15 (December 4) Research Paper #2 DUE; Class Dinner

Finals Week (December 11)
Read:
- There is no final exam in this course.