

**Latino Politics in the U.S.
Political Science 105A
Warren Lecture Hall 2005
Tuesday/Thurs 2-3:20pm
Spring 2009**

Professor: Marisa Abrajano
Office: 393 Social Sciences Building (SSB)
Office Phone: (858) 534-7201
Email: mabrajano@ucsd.edu
Office Hours: Wednesday 10-12 or by appointment
Teaching Assistants: 1) Jaime Settle: jsettle@ucsd.edu, Office hours: Thursday, 11:30-12:30 and by appointment, SSB 323; 2) Michael Rivera: murivera@ucsd.edu, Office hours: Tuesday, 12:30-1:30 and by appointment, SSB 347

Course Description

This class is a survey of historical and contemporary issues in Latino politics in the U.S.; race and ethnicity in the context of U.S. politics; comparisons of racial and ethnic group experiences in the U.S. with those experienced by racial and ethnic groups elsewhere; Latino access to the political system through political participation.

Course Policies

Attendance and Class Readings

Attendance and readings are mandatory. I will not take attendance, but it will be difficult to do well in the class if you do not attend lecture or only rely on the lecture notes. *All readings for a given date should be done before the beginning of class.*

Excuses Policy (extensions, make-up exams, etc.)

Extensions and make-up exams will be allowed on a case-by-case basis. You must have a documented reason (i.e. medical reason, extenuating personal circumstances, etc.) for not being able to take an exam or turn in a graded assignment at the scheduled time. You will need to bring in supporting documentation to be granted a make-up, extension, etc. After you provide this information and evidence, a decision will be made regarding a make-up, extension, etc.

Grade Appeals

You have one week after I return the exam/paper to appeal the grade. All appeals must be made to your TA. You must submit a typed, double-spaced, statement explaining why you are requesting a grade appeal and justify it with evidence from your paper, exam, readings and lectures. If you choose to appeal your grade, your TA reserves the right to decrease the existing grade. His/her decision is final.

Late Papers

A late paper loses 10% for each day that it is late up to the letter grade of a C. If you turned in a paper one day late, the highest grade you can get is a 90% and if you turn in a paper a week late, for example, the highest grade that you can get is a C. The idea behind this is simple. You are not overly penalized for day one but by day two the highest grade that you may receive is 80%. You are encouraged to turn in late papers quickly but by making the reduction capped at a C you also encouraged to turn them in, even if exceptionally late. *Late papers will not be accepted past the Tuesday of Week 10.*

Tardiness to Exams

It is expected that you will arrive to exams on time. Arriving late to exams is a disruption for your colleagues and increases the probability that exam information has been shared. Students who arrive more than 20 minutes late will not be allowed to sit for the midterm. Exceptions to this policy will be made on a case-by-case basis.

Academic Honesty

Cheating, plagiarism and other violations of academic honesty are serious offenses. Graded assignments are not collaborative efforts in this class. You must work independently on all exams and papers. Please refer to the UCSD policy on integrity of scholarship for further details. If you are caught cheating in this course (this includes plagiarism), you will be awarded a letter grade of an F.

Class Communication and Correspondence

Class announcements and materials (syllabus, paper topic, lecture notes, readings) will be available on webct.ucsd.edu. So, please make sure to familiarize yourself with this website, if you have not done so already. Also, in your email correspondence with the teaching assistants, or myself, be sure to include your full name and other pertinent information in the email. It is also strongly recommended that you use your ucsd email account when contacting us, to ensure that we receive it (and will not end up in our junk mail). We will do our best to respond to you within 24-48 hours of your email, though during the weekend, response times may be longer.

Required Readings

Garcia Bedolla, Lisa. 2005. *Fluid Borders: Latino Power, Identity and Politics in Los Angeles*. Berkeley: University of California Press.

Other readings will be available on electronic reserves. www.reserves.ucsd.edu or on the course website: webct.ucsd.edu.

Grading

Midterm Exam (30%): This will be an in-class exam and will take place on 4/30/09.

Short Paper (30%): Paper topics TBA.

Final Exam (40%): The final is scheduled for 6/09/09 from 3-6pm.

COURSE SCHEDULE (*subject to change*)

Part 1: History, Background, and Theory

Week 1 (3/31-5/2): Introduction and Background

Readings:

- Jost, Kenneth. 2007. *Issues in Race and Ethnicity*. Washington DC: CQ Press, 3rd Edition. Chapter 10.
- Gutierrez, David G. 1995. *Walls and Mirrors: Mexican Americans, Mexican Immigrants and the Politics of Ethnicity*. University of California Press, Berkeley. Chapter 1.

Week 2 (4/7-4/9): Theoretical Foundations and Background

Readings:

- Hero, Rodney. Chapters 2 and 3. 1992. *Latinos and the Political System*. Philadelphia: Temple University Press.
- Garcia Bedolla, Chapter 2

Part II: Political Identity, Participation and Attitudes

Week 3 (4/14-4/16): Political Mobilization and Participation

Pardo, Mary. 1990. "Mexican American Women Grassroots Community Activists: Mothers of East Los Angeles." *Frontiers: A Journal of Women Studies*. 11: 1-7

Garcia Bedolla, Chapters 1 and 5.

Week 4 (4/21): Political Ideology and Partisanship

Readings:

Article: "Similar Yet Different? Latino and Anglo Party Identification" by R. Michael Alvarez and Lisa Garcia Bedolla. 2003. *Journal of Politics*. 63: 31-49

Pew Hispanic Report. 2007. "Changing Faiths: Latinos and the Transformation of American Religion." Chapters 6-8.

Week 4 (4/23): Campaigns, Elections, and the Media

Readings:

Subervi-Velez, Federico and Stacey L. Connaughton. 2008. "Democratic and Republican Mass Communication Campaign Strategies: Historical Overview" in *The Mass Media and Latino Politics*, editor, Federico Subervi-Velez. New York: Taylor and Francis.

Wilkinson, Kenton T. 2008. "Democratic and Republican Mass Communication Campaign Strategies: Historical Overview" in *The Mass Media and Latino Politics*, editor, Federico Subervi-Velez. New York: Taylor and Francis.

Week 5 (4/28): Voting Behavior

Readings:

Garcia Bedolla, Chapter 4.

*****In-class midterm: 4/30/09*****

Part III: Political Institutions and Policy Concerns

Week 6 (5/5): Coalition Building and Inter-group Relations

- Kaufman, Karen. 2003. "Cracks in the Rainbow: Group Commonality as a Basis for Coalition Between Latinos and African-Americans." *Political Research Quarterly*

Week 6 (5/07): Latino Representation

Hero, Rodney and Caroline Tolbert. 1995. "Latinos and Substantive Representation in the U.S. House of Representatives: Direct, Indirect or Nonexistent?" *American Journal of Political Science*. 39: 640-652

Weeks 7 & 8 (5/12-5/21): Public Policy Concerns---Education and Affirmative Action

- Fry, Richard. "The Changing Racial and Ethnic Composition of U.S. Public Schools." Pew Hispanic Research Report. August 30, 2007.
- Jost, Kenneth. 2007. *Issues in Race and Ethnicity*. Washington DC: CQ Press, 3rd Edition. Chapter 4.
- Orfield, Gary and Chungmei Lee. "Racial Transformation and the Changing Nature of Segregation." Harvard Civil Rights Project, Harvard University. January 2006.
- Sander, Richard. 1997. "Experimenting with Class-Based Affirmative Action." *Journal of Legal Education*. 47: 472-503.

Weeks 9 & 10 (5/26-6/4): Public Policy Concerns- Immigration and Language Policy

Readings:

- Garcia Bedolla, Chapter 3.
- Jimenez, Tomas. 2007 “Weighing the Costs and Benefits of Mexican Immigration: The Mexican-American Perspective.” *Social Science Quarterly*.
- Kotlowitz, Alex. “All Immigration Politics is Local.” *The New York Times Magazine*. August 5, 2007.
- Press, Eyal. “Do Immigrants Make Us Safer?” *The New York Times*. 12/3/06.