

POLITICAL SCIENCE 308
HISPANICS IN U.S. POLITICS
9:30-10:45am T/Th Education Classrooms 101

Professor Gabriel R Sanchez

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COURSE OBJECTIVE AND DESCRIPTION

This course is dedicated to the examination of Hispanics within the U.S. political system. This discussion is highly relevant given recent population shifts revealing that Latinos are the largest U.S. minority group. You will leave this course with a firm understanding of why Hispanic ethnicity is relevant in the U.S. socio-political systems. How do pan-ethnicity and group consciousness impact the political power of U.S. Hispanics? How do U.S. Latinos experience American Politics – partisanship, ideology, political participation, and collective action? A large segment of this course will be dedicated to answering these questions.

Our course will begin by placing U.S. Hispanics within a historical context. This will be focused on exploring the source of political claims of the main Hispanic subgroups in the U.S. We will also cover Latino public opinion, as well as policy arenas that are significant to Latinos in the U.S. Effectively covering this broad scope of politics and policy related to U.S. Hispanics in a single semester will be challenging, therefore I will expect a lot from you as a student. You will need to stay on top of the readings and the course lectures in order to succeed in this class.

COURSE REQUIREMENTS

The suggested prerequisite for this course is POL 200. Given that, I assume that all students in the course will have a background in American politics; therefore, several basic concepts will not be reviewed in this course.

Required Readings

The following two books are required reading for this course and are available at the University bookstore. In the spirit of saving money, I would suggest looking into Amazon.com or other resources to find these texts used if you can.

Barreto, Matt, and Gary M. Segura. 2014. *Latino America: How America's Most Dynamic Population is Poised to Transform the Politics of the Nation*. Public Affairs

Garcia, F. Chris and Gabriel Sanchez. 2007. *Hispanics and the US Political System: Moving into the Mainstream*. Upper Saddle River, NJ: Prentice Hall Press.

In addition to these two required texts, there will also be a number of articles and chapters assigned as required reading throughout the semester. These will be accessible electronically through Learn.unm.edu. All of the readings available electronically are italicized on the syllabus to hopefully clarify which readings are from the textbooks and which are supplemental.

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Barreto, Matt, Sylvia Manzano, Ricardo Ramirez, and Kathy Rim. 2009. "Mobilization, Participation and Solidaridad: Latino Participation in the 2006 Immigration Protest Rallies." *Urban Affairs Review* 44: 736-764.

Barreto, Matt A., Tyler Reny, and Bryan Wilcox-Archuleta. 2017. "Survey Methodology and the Latina/o Vote Why a Bilingual, Bicultural, Latino-Centered Approach Matters." *Aztlan: A Journal of Chicano Studies* 42.2: 211-227

Correa-Jones, Michael and Els de Graauw. 2013. "The Illegality Trap: The Politics of Immigration & the Lens of Illegality." *Daedalus* 142(3): 185-198.

Flores, Antonio. 2017. "How the U.S. Hispanic population is changing." *Pew Research Center, September 2017*. <http://www.pewresearch.org/fact-tank/2017/09/18/how-the-u-s-hispanic-population-is-changing/>

Fraga, Luis R., John A. Garcia, Rodney E. Hero, Michael Jones-Correa, Valerie Martinez-Ebers, and Gary M. Segura. 2012. *Latinos in the New Millennium: An Almanac of Opinion, Behavior, and Policy Preferences*. New York, NY: Cambridge University Press. (pages 143-187; pages 188-230; and 386-405)

Garcia Bedolla, Lisa. 2009. *Latino Politics*. Malden, MA: Polity Press. (pages 36-149)

Garcia Bedolla, Lisa. 2003. *Fluid Borders: Latino Power, Identity, and Politics in Los Angeles*. Los Angeles, CA: University of California Press. (pages 137-174)

Grieco, Elizabeth M, Yesenia D. Acosta, G. Patricia de la Cruz, Christine Gambino, Thomas Gryn, Luke J. Larsen, Edward N. Trevelyn, and Nathan P. Walters. 2012. *The Foreign-Born Population of the United States: 2010*. Washington, DC: American Community Survey Reports.

Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141: 30-45.

LaVeist, Thomas A. 2005. *Minority Populations and Health: An Introduction to Health Disparities in the United States*. San Francisco, CA: Jossey-Bass. (pages 260-278)

Lopez, Mark H., Ana Gonzalez-Barrera, and Gustavo Lopez. 2017. "Hispanic Identity Fades Across Generations as Immigrant Connections Fall Away." *Pew Research Center*, December 20.

- Lopez, Gustavo, and Manuel Krogstad. 2017. "Key facts about unauthorized immigrants enrolled in DACA." *Pew Research Center*, September 25.
- Martinez-Ebers, Valerie, Luis Fraga, Linda Lopez and Arturo Vega. 2000. "Latino Interests in Education, Health, and Criminal Justice Policy." *PS: Political Science and Politics* 33(3): 547-554.
- Meier, Kenneth J. and Joseph Stewart, Jr. 1991. *The Politics of Hispanic Education*. Albany, NY: State University of New York Press. (pages 59-124)
- Pantoja, Adrian. 2018. "Latino Voters Will Turn Anger into Action in the 2018 Congressional Midterm Elections." *Latino Decisions*, July 30.
- Papademetriou, Demetrios G., and Doris Meissner. 2013. "Major U.S. Immigration Laws, 1790 – Present." *Migration Policy Institute*. (pages 4-7 only).
- Pierce, Sarah, Jessica Bolter, and Andrew Selee. 2018. "Trump's First Year on Immigration Policy: Rhetoric vs. Reality." *Migration Policy Institute*.
- Rosenblum, Marc R. 2011. *US Immigration Policy Since 9/11: Understanding the Stalemate over Comprehensive Immigration Reform*. Washington, DC: Migration Policy Institute.
- Sanchez, Gabriel R. 2006. "The Role of Group Consciousness in Political Participation among Latinos in the United States." *American Politics Research* 34(4): 427-450.
- Sanchez, Gabriel R. 2016. "Don't believe those exit polls saying 25 percent of Latinos voted for Trump." *Vox*, November 10.
- Sanchez, Gabriel R., and Barbara Gomez-Aguinaga. "The Latino Rejection of the Trump Campaign: The Biggest Voter Gap on Record" in Gabriel R. Sanchez, Luis Fraga and Ricardo Ramirez (eds.) *Latinos and the 2016 Election*. Lansing, MI: Michigan State University Press. (Forthcoming).
- Sanchez, Gabriel R., Barbara Gomez-Aguinaga, Melina Juarez, Francisco I. Pedraza, and Edward Vargas. 2018. "Citizenship Status Drives Inequalities in Access to Health Insurance Among Latinos." *Interdisciplinary Association for Population Health Science*, April 23.
- Sanchez, Gabriel R., and Natalie Masuoka. 2010. "Brown-utility heuristic? The presence and contributing factors of Latino linked fate." *Hispanic Journal of Behavioral Sciences*, 32(4), 519-531.
- Segura, Gary. 2012. "Latino Public Opinion & Realigning the American Electorate." *Daedalus* 141(4): 98-113.

US Census Bureau. 2017. *Hispanic Heritage Month 2017*. Washington, DC.

Varsanyi, Monica W. 2010. *Taking Local Control: Immigration Policy Activism in U.S. Cities and States*. Stanford, CA: Stanford University Press. (pages 1-27 and 173-191)

Wong, Janelle. 2006. *Democracy's Promise: Immigrants & American Civic Institutions*. Ann Arbor, MI: The University of Michigan Press. (pages 141-152)

Ybarra, Vickie D., Lisa M. Sanchez, and Gabriel R. Sanchez. 2016. "Anti-immigrant anxieties in state policy: The great recession and punitive immigration policy in the American states, 2005–2012." *State Politics & Policy Quarterly* 16, no. 3: 313-339.

Course Structure

The course is set up to be cumulative in nature, meaning that the material that we cover early on in the session will be necessary in order for you understand the material that is covered later. Therefore, it will be critical for you to make sure that you stay on top of the readings and meet with me if you are having trouble understanding anything from the lectures or required readings.

Exams

You will have a total of two exams during this course. The exams for the course are a mixture of short answer questions and essays. You will generally have seven short answer questions to address. You will also be given two or three essay questions that you will be required to answer. The exams will be designed to take one and one half hours to complete. Although we will take the second exam during your scheduled final exam period, this exam will not be a cumulative final and will only cover material from the second half of the semester.

Research Paper

You will write an 8-10 page paper on a subject of your choosing that is relevant to the topic of U.S. Hispanic politics. Paper topics must be approved by the instructor and must be turned in no later than October 9. The final draft of the research paper must be turned in no later than December 6, which is the last day of classes before finals week. Papers turned in after the deadline will be subject to a 10 point per day late grade reduction.

Although you are encouraged to incorporate classroom material into your paper, you will have to read and synthesize the published literature focused on your research topic as well. I will consider grammar and overall writing ability when grading the papers. Therefore, carefully proofread your work before turning in a final copy to me. You should have a clear thesis statement, a series of body paragraphs that encompass an argument, and a conclusion that summarizes the main implications and outcomes of your research. I am open to reviewing outlines and rough drafts of your paper before the final deadline.

I am not particularly picky about the citation style that you choose to employ in your paper. However, you must cite anything that you take either directly or indirectly from any source. You must also remain consistent with the citation style you choose throughout the paper. You must have a bibliography at the end of your paper. This should include all sources that were used in writing your paper. You must use a minimum of eight sources; of which four must be books or academic journals. Yes, there remains a need to visit the library to conduct solid research.

Blog Post Or Policy Brief

Ten percent of your grade will be based on a Blog Post or Policy Brief that you will work on throughout the second half of the course and turn in to me no later than December 11. The purpose of this aspect of the class is for you to become familiar with political science writing on a timely topic for non-academic, policymakers, and lay audiences.

Your task will be to construct an original 2-page Blog Post or Policy Brief based on timely, current and relevant existing data or research, based on a key issue related to the topic of this course. Generally speaking, a Blog Post will be more appropriate for topics of politics, and a Policy Brief more appropriate for topics of policy. But that division is not absolutely necessary.

A short 2-page Blog Post or Policy Brief should be concise and make a persuasive argument or presentation of an issue. This will require significant attention to self-editing and writing in lean, sparse prose. The visual presentation should be considered equally important as the content. Imagine you are handing this off or emailing to someone and the goal is not just to educate them, but to make it a visually interesting and compelling document to read. This often means white space, pictures, graphs and other text boxes can serve to break up the visual monotony of two solid pages of text. I will provide examples of both well in advance of the deadline.

Grading

The basis for a final grade will be comprised of the following five components:

Exam 1	30%
Exam 2	30%
Research Paper	30%
Blog Post or Policy Brief	10%

UNM utilizes a fractionated grading system. Following are the grades associated with each grade point:

A+	97-100	4.33	C+	77-79	2.33	F	0-59	0.0
A	93-97	4.00	C	73-76	2.00			
A-	90-92	3.67	C-	70-72	1.67			
B+	87-89	3.33	D+	67-69	1.33			
B	83-86	3.00	D	63-66	1.00			
B-	80-82	2.67	D-	60-62	0.67			

Feedback/Evaluation

My policy is to grade and return your assignments within seven days of receiving them. Office hours are vital to your success in this course. If you are not performing well in the course, it is your job to meet with me outside of class time to discuss the areas that you are having difficulties with. Outside of office hours, email is the most efficient method of contacting me. I highly encourage you to consult me regarding questions about course content or ideas of improving your performance. My policy is to answer any email inquiries within three days of receiving them.

COURSE/CLASSROOM POLICIES AND EXPECTATIONS

Attendance/Tardiness

Attendance in this course is not required, however your attendance may have an impact on your grade. Research has consistently found that class attendance has a positive impact on class performance. Further, I will use class participation to help make judgments in borderline grade decisions. If you must be late to class, please enter as quietly as possible to reduce the distraction to other students.

Make-up Exams and Assignments

Only in extraordinary cases will make-up exams be allowed. These cases must be those where circumstances beyond the control of the student prevent the student from attending on the day of the exam. These must be documented and valid events. If for some reason a student knows that there will be a conflict with the day and time of a scheduled exam, the student must make arrangements to take the exam prior to the scheduled examination period, but not after the exam period. Papers and other assignments are due on the day scheduled. Only under extreme cases will research papers be accepted after the due date. Papers will be accepted up to one week after the deadline, however 10 points will be taken off per day the paper is late.

Electronic Devices

Please turn your pagers, cell phones etc. off before class. Students who excessively disrupt others due to cell phone use will have points deducted from their overall course grade.

Academic Integrity

The absolute highest standard of integrity and ethical conduct is a requirement of this course. Deviations therefore on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgement). Academic dishonesty will result in a failing grade of "F".

COURSE SCHEDULE

This timeline is only intended to be a guide for this course. While it is my intention to stick to the projected schedule, it is quite probable that we will encounter some factors during the semester that will alter the schedule slightly. You will be notified if I decide to make any changes to the course schedule throughout the semester.

Week 1 (August 21 and 23)

Introduction to Course (syllabus)
Latinos in the U.S. / Demographic Profile

US Census Bureau (2017)
Grieco et al. (2012)
Flores (2017)

Week 2 (August 28 and 30)

Sources of Latino Political Claims
Hispanos, Mexican Americans
Puerto Ricans, Cubans and others
August 30 class cancelled

Garcia Bedolla (2009) (Chapters 3, 4 & 5)
Barreto and Segura (chapter 2)

Week 3 (September 4 and 6)

Context of Hispanic Politics

Garcia/Sanchez (Chapters 1-3)

Week 4 (September 11 and 13)

Latino Millennials
Latino Political Identity

Livaudais, Vargas and Sanchez (forthcoming)
Sanchez and Masouka (2010)
Lopez, Gonzalez-Barrera and Lopez (2017)

Week 5 (September 18 and 20)

Latino Group Consciousness
Latino Partisanship and Ideology

Sanchez (2006)
Garcia/Sanchez (Chapter 8)
Abrajano/Alvarez (Chapter 2)

Week 6 (September 25 and 27)

Latino Political Participation

Mobilization and Collective Action

Garcia/Sanchez (Chapter 6)
Barreto and Segura (chapters 5-8)
Barreto et al. (2009)
Wong, Chapter 6 (2006)

Week 7 (October 2 and 4)

Latinos and the 2012, 2016, 2018
Presidential Elections
Latinos and exit polls

Sanchez and Gomez-Aguinaga (forthcoming)
Sanchez (2016)
Barreto, Reny and Wilcox-Archuleta (2017)
Pantoja (2018)

Week 8 (October 9)

Exam #1
Fall Break October 11-12

Week 9 (October 16 and 18)

Intergroup Relations and Coalition building

Garcia/Sanchez (Chapter 7)
Abrajano/Alvarez (Chapter 6)
Fraga et al. (2012) (Chapter 6)

Week 10 (October 23 and 25)

Representation
Non-Electoral Participation

Garcia/Sanchez (Chapter 9)
Fraga et al. (2012) (Chapter 7)
Garcia Bedolla (2003) (Chapter 5)

Policy

Week 11 (October 30 and November 1)

Latino Public Opinion & Policy Preferences
“Latino” Public Policies

Garcia/Sanchez (Chapters 5 & 12)
Segura (2012)
Martinez-Ebers et al. (2000)

Week 12 (November 6 and 8)

Hispanics and Education Policy

Meier & Stewart (1991) (Chapters 3-4)
Fraga et al. (2012) (Chapter 13)

Week 13 (November 13 and 15)

Hispanics and Health Policy

LaVeist (2005) (Chapter 13)
Barreto and Segura (chapter 11)
Sanchez et al. (2018)

Week 14 (November 20)

Post-1965 Immigration Policy
Thanksgiving Break November 22-23

Jones-Correa & deGraauw (2013)
Papademetriou and Meissner (2013)

Week 15 (November 27 and 29)

Immigration Policy as Threat to American Culture
Contemporary National Immigration Policy Debate

Huntington (2004)
Rosenblum (2011)
Barreto and Segura (chapters 9 and 10)
Lopez and Krogstad (2017)
Pierce, Bolter and Selee (2018)

Week 16 (December 4 and 6)

Contemporary State/Local Immigration Policy

Varsanyi (2010) (Chapters 1 and 9)
Ybarra, Sanchez and Sanchez (2016)

**Exam #2 during Final Exam Session
Tuesday, December 11, 7:30-9:30am**