

**Latinos in U.S. Politics**  
**Political Science 124B / Chicano/Latino Studies 151A**  
**Fall 2015**

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Office Hours: Tuesday 3:00-4:30, and by appointment

Teaching Assistant (TA office hours and office locations to be posted to the class web site during Week 1):

**Course Web Site:** <https://eee.uci.edu/15f/67240>

**Course Overview**

Even a cursory read of major newspapers or a listen to news commentators would suggest that Latinos are among the most desired votes in national and state politics, perhaps more for their potential future role than for their reliable current contributions to politics. In order to capture this growing electorate, parties, candidates, and leaders are experimenting with new outreach strategies. The Latino position in national, state, and local politics has both substantive and symbolic dimensions. Even at the symbolic level, the outreach represents a significant improvement over the neglect that Mexican Americans and other Latinos long experienced in U.S. politics prior to the contemporary era. In this course, we will examine the foundations and contradictions of contemporary Latino politics.

This course also examines the role of Latino communities in shaping state and national politics in the United States. After we review the political history and political organizational strategies of Latinos, we will examine their contemporary modes of political organization; analyze public policy issues that concern them; evaluate the successes and failures of Latino empowerment strategies; and measure the electoral impact of Latino votes. Though this careful examination of Latinos in U.S. politics, we will develop a richer understanding of contemporary U.S. politics and will be able to develop some hypotheses about its trajectory in the 21<sup>st</sup> Century.

**Course Readings**

Readings are taken from two sources. I will ask that you read three books as well as articles/book chapters available on the class website. The books are available from local bookstores. I identify readings on the website with a “\*\*.” The books are:

David Gutierrez. 1995. *Walls and Mirrors: Mexican Americans, Mexican Immigrants and the Politics of Ethnicity*. Berkeley: University of California Press.

Louis DeSipio and Rodolfo O. de la Garza. 2015. *U.S. Immigration in the Twenty-First Century: Making Americans, Remaking America*. Boulder, CO: Westview Press.

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

## Course Requirements and Grading

I will evaluate your performance in the class in two ways. These include: 1) three analytical essays on course readings and lectures and 2) a midterm during Week 9. *Please note that your grade will be awarded based on the highest three grades from these four assignments.*

Essays: I will assign three analytical essay questions throughout the semester. Each essay should be between six and eight pages. The questions are posted to the class web site.

These essays will ask you to evaluate arguments made in course readings and themes raised in class discussions. You will be able to answer the essay prompt based on the course readings; I do not expect you to do additional research.

The essays will be due by 5 pm on (Essay #1) Tuesday October 13, (Essay #2) Tuesday November 17, and (Essay #3) Friday December 4.

Essay should be posted to Drop Box in EEE on the due date. Prior to submitting the essay to Drop Box, I will also require that you submit it to TurnItIn.com for review. I will provide more specific instructions about using TurnItIn.com prior to the submission deadline for the first essay.

Midterm exam: The midterm exam is on November 24 (Week Nine). The exam will include short answer and essay questions that will ask you to analyze and synthesize class readings, discussions, and lectures. We will discuss the exact format prior to the exam and I will welcome your input on how to design an exam that best tests your knowledge of the material.

Grading: You will be required to complete three of these four assignments and each will be worth 1/3 of your final grade for the class. You may complete whichever three you prefer and I would encourage you to pick assignments that do not conflict with assignments in other classes. You may skip the final essay if you have completed the two previous essays as well as the midterm and are satisfied with the grades that you have earned on these assignments. If you are dissatisfied with a grade that you receive on one of these assignments, you may complete all four assignments; I will only count three highest grades when I calculate your final class grade.

Extra Credit: I will bring to your attention opportunities to attend events on campus that relate to Latino politics. I can't predict in advance how many of these events there will be or when they will occur. If you hear of an event that you think might be relevant, please bring it to my attention. To earn extra credit, I will require that you attend the event and write a description of no more than one page summarizing the key points. You will submit these to Drop Box. The write-ups are due on the final day of classes for Fall (December 4) by 5 pm.

You can earn up to one point of extra credit (1 percent of your final grade) for each of these summaries that you submit, up to a maximum of 3 points. That said, I can't guarantee that there will be three such events.

## Course Schedule and Assigned Readings

- September 24**
- 1) Introduction to Class and Overview of Course Requirements
  - 2) How do you Start (Political) History? Consequences for Latino Politics to When you Begin the Story?

### Part One:

#### Roots of Collective Political Demand Making

**Week One (September 29 and October 1)** – War, Destruction and Rebirth – The Roots of the Mexican American Experience

Gutierrez, introduction and Chapter Introduction, chapters 1-3 (pp. 1-116)

\*\* Griswold del Castillo, Richard. 1989. *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict*, chapters 3 and 5, pp. 30-42 & 62-86.

\*\* Orozco, Cynthia E. 2010. *No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement*. Austin: University of Texas Press, Chapter 6 (“LULAC’s Founding”), pp. 151-180.

Video shown in class: *The Lemon Grove Incident* (available at the Library: LC2688.L47 L466 1985).

**Week Two (October 6 and 8)** – Pluralist Organizing in Pre-Civil Rights Era Mexican American Communities and its Limits (1940-1975)

Gutierrez, chapter 4-6 and epilogue (pp. 117-216)

\*\* Ruiz, Vicki. 2005. “Luisa Moreno and Labor Activism.” In Vicki L. Ruiz and Virginia Sánchez Korrol, eds. *Latina Legacies: Identity, Biography, and Community*. New York: Oxford University Press, pp. 175-192.

Video excerpt shown in class: *Chicano! History of the Mexican American Civil Rights Movement* (available at the Library: E184.M5 C4 1996).

**Week Three (October 13 and 15)** – Colonialism, Puerto Rico, and the Emergence of Puerto Rican Ethnic Identity

\*\* Trías Monge, José. 2001. “Injustice According to the Law: The *Insular Cases* and Other Oddities.” In Christina Duffy Burnett and Burke Marshall, eds. *Foreign in a Domestic Sense: Puerto Rico, American Exceptionalism, and the Constitution*. Durham, NC: Duke University Press, pp. 226-240.

\*\* Sánchez Korrol, Virginia. 2005. “Building the New York-Puerto Rican Community, 1945-1965: A Historical Interpretation.” In Gabriel Haslip-Viera, Angelo Falcón, and Félix Matos Rodríguez, eds. *Boricuas in Gotham: Puerto Ricans in the Making of Modern New York City*. Princeton, NJ: Markus Wiener Publishers, pp. 1-18.

\*\* Trías Monge, José. 1997. *Puerto Rico: The Trials of the Oldest Colony in the World*. New Haven: Yale University Press, chapter 15, pp. 177-196.

Video shown in class: *Palante, siempre palante!: The Young Lords* (available at the Library: F128.9.P85 P25 1996).

**Analytical Essay #1 Due Tuesday October 13 by 5 pm.**

**Week Four – [October 20] Cuban Émigrés and a Different Path to Latino Ethnic Identification and Politics**

**[October 22] From Mexican American/Chicano, Puerto Rican, and Cuban to Latino: Community and Competing Conceptions of Politics**

\*\* Croucher, Sheila L. 1997. *Imagining Miami: Ethnic Politics in a Postmodern World*. Charlottesville, VA: University Press of Virginia, chapter 4 (“The Success of the Cuban Success Story”), pp. 102-141.

\*\* Portes, Alejandro, and Alex Stepik. 1993. *City on the Edge: The Transformation of Miami*. Berkeley: University of California Press, chapter 2 (“A Year to Remember: Mariel”), pp. 18-37.

\*\* Padilla, Felix. 1984. “On the Nature of Latino Ethnicity.” *Social Science Quarterly* 65, pp. 651-664.

**Part Two  
Latinos and the Politics of Pan-Ethnicity**

**Week Five (October 27 and 29) – The Legal and Organizational Foundations of the Politics of Latino Pan-Ethnicity**

Barreto and Segura, chapters 1-4 (pp. 1-78)

\*\* Menand, Louis. 2013. “The Color of Law: Voting Rights and the Southern Way of Life.” *The New Yorker*, [July 8].

\*\* Guarnizo, Luis E. 1997. “Los Domincanyorks: The Making of a Binational Society.” In Mary Romero, Pierrette Hondagneu-Sotelo, and Vilma Ortiz, eds. *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.* New York: Routledge, pp. 161-174.

**Week Six (November 3 and 5) – Latino Electoral Participation: Opportunities and Limits & Mobilizing Latino Electorates: Candidates, Campaigns, and Issues**

DeSipio and de la Garza, chapter 5 (pp. 173-202)

\*\* DeSipio, Louis. 2004. “The Pressures of Perpetual Promise: Latinos and Politics, 1960-2003.” In David Gutierrez, ed. *The Columbia History of Latinos Since 1960*. New York: Columbia University Press, pp. 421-465.

\*\* Manzano, Sylvia, and Gabriel R. Sanchez. 2010. “Take One for The Team? Limits of Shared Ethnicity and Candidate Preferences.” *Political Research Quarterly*: 63 (3): 568-580.

\*\* Khimm, Suzy. 2015. “The Obama Gap.” *The New Republic*, [June 21].

**Week Seven (November 10 and 12) – Latinos and National Elections: Lessons from the Past/Lessons for the Future with an Eye to 2016**

Barreto and Segura, chapters 5-8 (pp. 79-172)

\*\* Lopez, Mark Hugo, and Ana Gonzalez-Barrera. 2013. *Inside the 2012 Latino Electorate*. Washington, D.C.: Pew Research Center, Pew Hispanic Center.

\*\* Krogstand, Jens Manuel, and Mark Hugo Lopez. 2014. *Hispanic Voters in the 2014 Elections: Democratic Advantage Remains, but Republicans Improve Margins in Some States*. Washington, D.C.: Pew Research Center, Pew Hispanic Center.

\*\* Li, Michael. 2015. *A Stealth Attack on Voting Rights is Brewing*. Brennan Center for Justice, August 6.

Video Shown in Class: *Race 2012* (Available at: <http://video.pbs.org/video/2289501021/>).

**Part Three**  
**Looking to the Future:**  
**Issues, Latino Empowerment, and Inter-Group Cooperation**

**Week Eight (November 17 and 19) – Latino Policy Agendas, Voting Rights, and Immigration Policies**

Barreto and Segura, chapters 9-12 (pp. 173-229)

DeSipio and de la Garza, Introduction, chapters 1 and 2 (pp. 1-96)

\*\* McGhee, Eric. 2014. "Expanding California's Electorate Will Recent Reforms Increase Voter Turnout?" San Francisco: Public Policy Institute of California.

\*\* Brennan Center for Justice at New York University Law School. 2015. "Voting Laws Roundup 2015."

***Analytical Essay #2 due Tuesday, November 17 by 5 pm.***

**Week Nine (November 24) – Midterm**

**Week Ten (December 1 and 3) – Immigration, "Immigration Reform," and the Restructuring of Latino Politics**

Review Gutierrez, chapter 6.

DeSipio and de la Garza, chapters 3, 4 and 6 (pp. 97-172 & 203-223)

Barreto and Segura, chapter 13 (pp. 231-234)

\*\* Lopez, Mark Hugo; Paul Taylor; Cary Funk; and Ana Gonzalez-Barrera. 2013. "On Immigration Policy, Deportation Relief Seen as More Important Than Citizenship: A Survey of Hispanics and Asian Americans." Washington, D.C.: Pew Research Center.

***Analytical Essay #3 due Friday, December 4 by 5 pm.***