

# **POLS 374: Latino Politics in the U.S.**

Instructor: **Dr. Giovanni D. Pleites-Hernandez**  
Office: Zageir 204  
Office Hours: MW 11:30 a.m.-12:30 p.m., Tu 12-1 p.m.  
Email: [gpleites@unca.edu](mailto:gpleites@unca.edu)

Semester: Spring 2020  
Office Phone: (828) 251-6634  
Class: TR 1:20 – 3:00 p.m.  
Room: Zageir 243

## **Course Description**

This course will introduce students to the study of Latinos in American politics. Students will be exposed both historical and contemporary events relating to the civil rights, cultural and political incorporation of the Latino population (and its various sub-groups) in the U.S. In addition to gaining a better understanding of the Latino population in the U.S. with respect to political attitudes and behavior, students will also learn about, and engage with, topics such as: Latino pan-ethnic identity, intergroup relations, and political representation, amongst others.

## **Course Structure**

This class is structured as a hybrid course, where both lecture-based and instructor-led learning will take place. Though either of the two methods can take dominance at any part of the semester, it is the first part of the course where the traditional lecture-based teaching will take place. Once we make the transition to parts two and three (to a larger extent), our class sessions will be more seminar-based where you will be expected to take a larger role in the classroom. This increased role in the classroom means more work outside of the classroom for you as a student. This includes reading the assigned materials, preparing notes based on those readings, and engaging in thoughtful discussion in the classroom. Though I am in charge of leading the seminar in those class periods, we cannot have a productive discussion in class unless you all thoroughly read and engage with the assigned readings. You should look at our class meetings as opportunities to showcase your thoughts and insights in addition to presenting questions for further thought and/or clarification.

## **Diversity Intensive Course Designation**

This course has a diversity intensive designation, which means that its content is centered on issues of diversity and the complexity of differences in society. As a result, there are 5 core student learning outcomes for the course:

1. Students will understand the socially constructed nature of identities.
2. Students will understand the significance of individuals' differing relationships to power.
3. Students will understand how individuals, organizations, and institutions create, perpetuate, or challenge inequality.
4. Students will understand how multiple identities intersect.
5. Students will be better equipped to reevaluate their ideas about diversity and difference.

## **Course-Specific Learning Objectives**

After this class, students should be able to:

1. Explain why there is a need to study race and ethnicity within political science.
2. Understand the foundations of individual opinions and political behavior.
3. Critically engage with peer-refereed publications.

4. Describe the extent to which the government is responsive to the interests of the American people.
5. Discuss contemporary issues in the study of Latino politics.

### **Political Science (POLS) Student Learning Outcomes**

POLS Outcome No. 1: Knowledge of the Field – Concepts and Theories

- Students learn the defining concepts and theories political scientists use to study and explain political phenomena in the discipline.

POLS Outcome No. 2: Writing – Academic Writing and Information Literacy

- Students learn to effectively use argument to communicate claims to know in academic writing appropriate for the discipline.

### **Departmental and University Requirements Met**

POLS 374 contributes to the requirement of at least 20 (of the 34 required for the political science major) that have to come from the 300 to 400 level range. This course also contributes to the required 120 semester hours of credit required for receiving a baccalaureate degree.

### **Required Materials\***

John A. Garcia. 2016. [\*Latino Politics in America: Community, Culture, and Interests\*](#), 3<sup>rd</sup> Edition. Lanham, MD. Rowman and Littlefield. ISBN: 978-1442259898.

Lisa Garcia Bedolla. 2015. *Latino Politics*, 2<sup>nd</sup> Edition. Malden, MA. Polity. ISBN: 978-0745665009

\*Additional readings will be distributed in class and/or through Moodle.

### **Required Instructional Technology**

Familiarity with the Moodle learning management system.

### **Student Assessment and Evaluation Methods**

#### **Attendance and Participation**

You are expected to attend all class meetings, complete the assigned readings before class, and participate in class discussions.\* Together, attendance (13%) and participation (22%) will make up 35% of your overall course grade. Individuals with more than 3 absences, unless cleared by the instructor, will receive a zero for attendance. Any individual with more than 7 (or more) absences will receive an F for the course.

In addition to the in-class discussions, your participation grade will also include other activities such as in-class group work, presentations, pop-quizzes, and any other activities that don't fall into any of the other assignment categories.

\*Note: I reserve the right to assign in-class pop-quizzes for the assigned readings. I will only resort to this if it is clear that students are not doing the readings.

## Readings

A large part of your success in this course is directly related to you actively reading and engaging with the assigned readings. Some of the assigned readings will be challenging, both theoretically and methodologically, which is why I recommend that you don't wait until the last minute to look at them, as quick scans will not adequately prepare you for the in-class discussions we will have throughout the course of the semester.

As you read and prepare for the week, keep in mind that this course is partially structured as a reading seminar, which means that for any given chapter (or article) assigned, you are expected to be able to summarize and provide a critique for it. One way to help with doing so is by thinking of – and being able to provide a response for – each of the following questions:

1. What is the core question motivating this work?
2. What is the theory being developed in this piece?
3. What literature does this particular work speak to?
4. What are the theoretical expectations? Are they clearly linked to the theory?
5. How did the author(s) structure their study (i.e., research design, data collection, constructs used, etc.)?
6. What are the key findings? What kind of support do they provide for the theory?
7. How might this work be improved?

You may find it useful to write out responses for these questions and any others that arise when you are reading the material, as they can be very useful for our discussions in class.

## Short Papers

There will be two short (2.5 – 3.5 page, double-spaced) papers. The first will be due on Thursday, February 13<sup>th</sup> at 10:59 a.m. on Moodle. The second will be due on Friday, April 17<sup>th</sup> at 10:59 a.m. on Moodle. More information on these will be provided in class and on Moodle.

## Term Paper

For this assignment you are expected to choose an issue area (e.g., healthcare, criminal justice, immigration, education, gun rights, LGBTQ+ rights, etc.) in American politics. Then you are to choose a proposed policy (or law passed) that falls within your chosen issue area with respect to Latinos (or a sub-group of Latinos [e.g., Puerto Ricans, Dominicans]) in the U.S.

In order to receive full credit, you must do the following: 1) provide an explanation of the issue at hand that lead to that policy proposal (or law) being crafted in the first place; 2) explain how this policy (or law) will affect (or has already impacted) a given minority (or under-represented) group; 3) describe how this policy (or law) will affect (or has already impacted) American society more broadly; and 4) provide your own policy prescription for addressing the problem originally identified above.

This is expected to be a **5-7 page paper (double-spaced) with at least 10 scholarly sources cited**. This means that you are expected to adequately research the policy chosen and issue area more broadly as both are important for responding to the prompt with sufficient detail. More details regarding formatting and citations will be discussed in class and posted on Moodle.

### Term Paper Presentation

Part of your grade will come from presenting your term paper to the class on Tuesday, April 21<sup>st</sup> or Thursday, April 23<sup>rd</sup> (more on the logistics as we get closer to those dates). This will /be a short (7-10 minute) presentation where you provide us with an idea of what your paper is about and a summary of each of the sections in said paper. You should spend a large part of your time talking about your own policy prescription for your chosen policy (or law).

### Late Work

No late work will be accepted except in extraordinary circumstances. Make sure you pay attention to the due dates and the times at which these assignments are due.

### Extra Credit

One extra credit opportunity will be made available after Spring Break. More information will be presented in class and/or Moodle.

### Exam

There will be a single exam that takes place on Thursday, February 20<sup>th</sup>, during our regularly scheduled meeting time. The exam will primarily consist of multiple-choice questions, though others – such as short answer, matching, fill-in-the-blank, and essay format – should be expected. You will be provided with a study guide and we – as a class – will have a review session the class meeting before the exam (i.e., Tuesday, February 18<sup>th</sup>).

### Key Dates

**Short Paper 1:** Thursday, February 13<sup>th</sup>

**Exam:** Thursday, February 20<sup>th</sup>

**Short Paper 2:** Friday, April 17<sup>th</sup>

**Term Paper Presentations in Class:** on April 21<sup>st</sup> and 23<sup>rd</sup>

**Term Paper:** due by Thursday, April 30<sup>th</sup> at 2:00 p.m. in person

### Grading and Course Requirements

Your final grade will be determined by your performance on the abovementioned assignments. See the following grading scale and assignment breakdown:

Grading Scale				Grading Formula	
A	92 – 100	C	72 – 77	Attendance & Participation	35
A-	90 – 91	C-	70 – 71	Papers 1 and 2 (10% each)	20
B+	88 – 89	D+	68 – 69	Midterm Exam	20
B	82 – 87	D	60 – 67	Term Paper Presentation	5
B-	80 – 81	F	Below 60	Term Paper	20
C+	78 – 79			Total	100%

### Office Hours

You must make an appointment to meet with me by email. I have office hours Mondays and Wednesdays from 11:30 a.m. to 12:30 p.m., and Tuesdays from 12:00 to 1:00 p.m. in Zageir 204. In addition to the set hours, I am willing to work around your schedule whenever possible.

### **Technology**

Computers and tablets are allowed in the classroom for note-taking and other class-related purposes. You are not allowed to use these devices for browsing the internet, social media, or checking email. Cell phones must be silenced and cannot be used in class at all. **Failure to comply with these rules will result in a zero for both attendance and participation for the day. In addition, you may be asked to leave for the day.**

### **Communication of Announcements**

Announcements will be sent via e-mail to your official UNCA e-mail address and/or posted on Moodle. You are responsible for monitoring your school e-mail account and the course Moodle site (<https://learnonline.unca.edu/>) daily.

### **E-Mail**

All emails sent to me must include the following: the student's name, course section number (i.e., POLS 374), a proper and formal greeting, a clear subject line about the purpose of the e-mail, and the actual request or question that prompted the email. You should expect a response within 72 hours. If you have not received a response within 72 hours, then please send me another email.

### **The Writing Center**

You are encouraged to visit the University Writing Center (<https://writingcenter.unca.edu/>) on campus for help with assignments for this and other courses. The center supports writers in one-on-one sessions lasting 10 to 45 minutes. Consultants can help writers organize ideas, document sources, and revise prose. If you visit the UWC, bring a copy of your assignment, any writing or notes you may have, and the sources you are working with. Make an appointment by visiting [writingcenter.unca.edu](http://writingcenter.unca.edu) and clicking on "Schedule an Appointment" or drop in during open hours Monday-Friday.

### **Academic Integrity**

All rules concerning academic honesty as set out in the current edition of the university's academic catalog (<http://catalog.unca.edu/>) will be enforced. Particular attention should be paid to the policies regarding cheating and plagiarism.

### **Academic Alerts**

Faculty at UNC Asheville are encouraged to use the university's [Academic Alert](#) (AA) system. The purpose of this system is to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the AA system because they are invested in student success and want to encourage open conversations about how students can improve their performance. When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and subsequent registration hold on their account. To clear the hold, the student must complete an online Response Form included in the alert e-mail. The student's responses will be shared with the instructor and advising staff. If a student receives three or more alerts, they will need to meet with an advisor by scheduling an appointment using the online appointment service at [advising.unca.edu](http://advising.unca.edu) and select 'Academic Alert Appointment' as the type of appointment. The professor may also request to meet with the student to discuss the alert. It is in the student's best interest to complete the alert process quickly, as students who do so are more likely to earn credit for the course.

Failure to complete the alert process means the student won't be able to register for the next semester's classes until they have submitted the required form and completed any requested meeting requirements. Questions about the alert system can be directed to Anne Marie Roberts ([amrober1@unca.edu](mailto:amrober1@unca.edu)) in the [Academic Success Center](#).

### **Student Accommodations**

UNCA values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources.

Students who experience a barrier to full access to this class should let the professor know, and/or make an appointment to meet with the Office of Academic Accessibility as soon as possible. To make an appointment, call 828.232.5050; email [academicaccess@unca.edu](mailto:academicaccess@unca.edu); use this link <https://uncaoaaintake.youcanbook.me/>; or drop by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). Learn more about the process of registering, and the services available through the Office of Academic Accessibility here: <https://oaa.unca.edu/>.

While students may disclose disability at any point in the semester, students who receive Letters of Accommodation are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

### **Sexual Harassment and Misconduct**

All members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which the University of North Carolina at Asheville is grounded. Acts of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking jeopardize the health and welfare of our campus community and the larger community as a whole and will not be tolerated. The University has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations. To learn more about these procedures or to report an incident of sexual misconduct, go to <https://titleix.unca.edu/>. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Office.

### **Health and Wellness**

UNCA offers resources for students who are coping with both physical and mental health issues. If you would benefit from assistance, please contact the Health and Counseling Center. Contact information can be found at <https://healthandcounseling.unca.edu/>.

### **Alteration of this Syllabus**

The instructor reserves the right to revise, alter, and/or amend this syllabus as necessary. Students will be notified by email and/or Moodle of any such revisions, alterations, and/or amendments.

## Key Resources for Students

Political Science Department Website: <https://politicalscience.unca.edu/>

Academic Planning: <https://advising.unca.edu/>

Student Affairs: <https://studentaffairs.unca.edu/>

Ramsey Library: <https://library.unca.edu/>

Career Center: <https://career.unca.edu/>

## Schedule and Topics

### Part I: Understanding the Latino Population in the U.S.

#### **Week 1: Course Introduction**

**January 14<sup>th</sup>:** Introduction and Syllabus Review

**January 16<sup>th</sup>:** Introduction to the Study of Latino Politics in Political Science

Ch. 1 in Garcia

Fraga, Luis R., John A. Garcia, Rodney Hero, Michael Jones-Correa, Valerie Martinez-Ebers, Gary M. Segura. 2006. “*Su Casa es Nuestra Casa*: Latino Politics Research and the Development of American Political Science.” *American Political Science Review* 100(4): 515-519.

#### **Week 2:**

**January 21<sup>st</sup>:** Demographics

Ch. 3 in Garcia Bedolla

**January 23<sup>rd</sup>:** Latino Subgroups

Chs. 4 and 5 in Garcia Bedolla

#### **Week 3:**

**January 28<sup>th</sup>:** Latino Panethnic Identity

Chs.4 and 5 in Garcia

**January 30<sup>th</sup>:** Latino Panethnic Identity cont.

Ch. 2 in Affigne, Hu-Dehart, and Orr

#### **Week 4:**

**February 4<sup>th</sup>:** Latino Organizations and Leadership

Ch. 8 in Garcia

**February 6<sup>th</sup>:** Latino Organizations and Leadership cont.

TBD

**Week 5:**

**February 11<sup>th</sup>: Latino Political Participation**

Ch. 6 in Garcia

Gutierrez, Angela; Angela X. Ocampo, Matt Barreto, and Gary Segura. 2019. "Somos Mas: How Racial Threat and Anger Mobilized Latino Voters in the Trump Era." *Political Research Quarterly* 72(4): 960-975.

**February 13<sup>th</sup>: Latino Political Participation Beyond the Ballot Box**

Ch. 8 in Garcia Bedolla

**Week 6:**

**February 18<sup>th</sup>: Review Session**

**February 20<sup>th</sup>: Midterm Exam**

**Part II: Contemporary Issues in the Study of Latino Politics**

**Week 7:**

**February 25<sup>th</sup>: Political Incorporation**

Ch. 9 in Garcia

**February 27<sup>th</sup>: Acculturation**

Chs. 5 and 6 in Affigne, Hu-Dehart, and Orr

**Week 8:**

**March 3<sup>rd</sup>: Intergroup Coalitions**

Ch. 7 in Affigne, Hu-Dehart, and Orr

**March 5<sup>th</sup>: Public Opinion**

Barreto, Matt and Gary Segura. 2014. "Chapter 3: Ronald Reagan Was Wrong: Latino Ideology and Beliefs About Government" in *Latino America: How America's Most Dynamic Population is Poised to Transform the Politics of the Nation*. New York, U.S.: Public Affairs Press.

**Week 9: Spring Break**

**March 10<sup>th</sup> and 12<sup>th</sup>: No Class**

**Week 10:**

**March 17<sup>th</sup>: Partisanship**

De la Garza, Rodolfo and Jeronimo Cortina. 2007. "Are Latinos Republicans But Just Don't Know It?: The Latino Vote in the 2000 and 2004 Presidential Elections." *American Politics Research* 35: 202-223.

**March 19<sup>th</sup>: Campaigns and Elections**

Valenzuela, Ali and Melissa R. Michelson. 2016. "Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals." *American Political Science Review* 110(4): 615-630.



**Week 11:**

**March 24<sup>th</sup>: Voting and Civil Rights**

Desmond-Harris, Jenee. 2016. "What is the fight over voting rights about?" Vox. February 14, 2016. <https://www.vox.com/2016/2/14/17619164/voting-rights-fight-explained-what-is-the-fight-over-voting-rights-about>

**March 26<sup>th</sup>: Political Representation**

TBD

**Part III: Public Policy Issues**

**Week 12:**

**March 31<sup>st</sup>: Education Policy**

TBD

**April 2<sup>nd</sup>: Health Care**

TBD

**Week 13:**

**April 7<sup>th</sup>: Immigration Policy**

TBD

**April 9<sup>th</sup>: No Class Dr. Giovanni at WPSA Conference**

**Part IV: Working with Data**

**Week 14: Working with the 2012 Cooperative Congressional Election Study (CCES)**

**April 14<sup>th</sup>: Meet in Zageir Computer Lab (Room 101 on 1<sup>st</sup> Floor)**

**April 16<sup>th</sup>: Meet in Zageir Computer Lab (Room 101 on 1<sup>st</sup> Floor)**

**Week 15:**

**April 21<sup>st</sup>: Paper Presentations**

**April 23<sup>rd</sup>: Paper Presentations cont.**

**Week 16:**

**April 28<sup>th</sup>: Last Class (Course Wrap Up)**

**April 30<sup>th</sup>: Final Exam Period from 11:30 a.m. – 2:00 p.m.**