

Latino Politics and Policy (POS 4931)
Fall 2008
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Dr. Austin's Contact Information:

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I am also available for office hours on other days at other times by appointment.

Office Hours:

Tuesdays 2pm-5pm
Thursdays 2pm-5pm

Purpose and Format of Course:

This course will examine the political behavior of Hispanic Americans in the United States. During the course of the semester, we will discuss many political and public policy issues that strongly impact Hispanic/Latino communities such as affirmative action, the Chicano movement, English-only movements, Hispanic involvement in biracial and multiracial coalitions, immigration reform, the presidency, racial profiling, urban politics. The format will be a combination of lecture and discussion. Also, this course fulfills requirements for the certificate in public affairs, the Bachelor of Arts in public policy, sponsored by the Graham Center (www.graham.centers.ufl.edu/bachelors.html), a diversity course requirement (pending approval) and the Gordon Rule 4,000 word requirement (pending approval).

Note:

If you have a disability, please inform me so that appropriate arrangements can be made.

The Required Textbook is much cheaper at www.amazon.com and other internet sites.

Hispanics and the U.S. Political System: Moving into the Mainstream. F. Chris Garcia and Gabriel Sanchez (Upper Saddle River, NJ: Prentice-Hall, 2008).

The Reserve Articles:

These readings are on reserve on the www.uflib.ufl.edu web site. To read or print these articles, click on the course reserves link, type in my last name, and click on the article's title.

Class Participation:

Class participation includes discussion during class meetings, but mostly will be based on attendance. After three classes are missed, you will not receive the percentage points for class participation. It is your responsibility to sign the attendance roster during each class session. If you forget to, sign it during the next class. Also, try to get to class on time. If you are late on an almost daily basis, it will affect your grade because it will be considered as an absence.

The Policy on Cell Phones:

In the past, several of my students have forgotten to turn off their cell phones in class. I am asking you to please turn off your phones before our class begins. If your phone rings more than once during the semester, you may be asked to leave the class for the day or for the entire semester. Remember, a student who takes his/her work seriously will make sure that his/her phone is off during class meetings.

Academic Dishonesty:

Academic dishonesty includes plagiarism and cheating on examinations. The penalty for cheating is a grade of 0 on the exam. In addition, the dean's office may chose to administer a harsher punishment such as a temporary suspension from this class or a permanent expulsion from the university.

The Internship and Fellowship Information:

I receive a lot of information about internships, undergraduate scholarships, and law and graduate school fellowships. At the beginning of most of our classes, I will share this information with you because I strongly encourage you to apply for these things. In the past, several of my students have received a variety of internships and fellowships. I can also provide copies of the materials that I bring to class if you need them. It is not a waste of time to apply for these things because you have nothing to lose by applying and you are just as if not more qualified than other applicants regardless of your major or grade point average.

The Essay Examinations:

You will be tested on all material covered in the films, readings, and class discussions. In order to earn the highest grade possible, show me that you have read the assignments and taken detailed notes. Each of the tests will include two major questions (worth 40 points each) and a minor question (worth 20 points). None, including the final, will be comprehensive. One week before each test, we will have a review

The Paper and Writing Assignments:

Your research paper should range from approximately 15-20 pages (not including endnotes and the bibliography) and examine a topic concerning Hispanic American political activism, political behavior, campaigning, civil rights, public policies, mobilization, etc. You can either examine a topic that we have discussed in class or another relevant topic in Hispanic/Latino politics. You must analyze articles in major journals, academic books, or on *credible* internet sites.

In addition, you will improve your writing skills after completing the paper assignment. Your papers must be written in the same manner as scholarly journal articles. I strongly recommend that you submit your papers to an undergraduate research or other academic research journal at the end of the semester. Your papers must have a thesis statement in the introduction, subtitles which separate each section of the paper, and a conclusion. Your grade, which will be given to you on December 2nd, will be based on the degree to which you support your arguments with scholarly literature.

Your Grade will be Based on:

Class Participation and Discussion	10%
First Test	20%
Second Test	20%
Third Test	20%
Paper	30%

Grading Scale:

90 - 100	A	76-79	C+	60 - 65	D
86-89	B+	70- 75	C	56 - 59	F+
80-85	B	66 - 69	D+	Below 56	F

Class Schedule: (Films will be shown at the end of classes. Also, I will give you the attendance roster near the end of class on days films are shown.)

8-26 Introduction

Affirmative Action and Latinos

8-28 Reserve Readings:

Affirmative Action: One Florida, Positive Step or Trojan Horse?

Facts on Latinos and Affirmative Action

Why the Drop in Black and Hispanic Enrollments? Blame Affirmative Action

9-2 Film (45 minutes): A Question of Fairness examines the *Gratz v. Bollinger* case. In the summer of 2003, the U.S. Supreme Court upheld the consideration of race as a criterion for admission to colleges and universities, but struck down a points system that awarded additional points to minority students on the basis of their race.

Reserve Reading: Hopwood v. Texas

Textbook Readings: Chapter 1 and pages 274-282

9-4 Reserve Reading: Gratz v. Bollinger

The Issue of Immigration

9-9 Film (55 minutes): Go Back to Mexico examines the issue of illegal immigration and the problems it poses in cities along with border.

Reserve Reading: The Comprehensive Immigration Reform Act of 2007

Textbook Readings: Pages 31-49 and 292-304

9-11 Reserve Readings:

California Proposition 187

U.S. Urged to Apologize for 1930s Deportations

Discrimination and the Chicano Movement

9-16 Film (50 minutes): The Fight in the Fields is a segment of the award-winning documentary, *Chicano: The History of the Mexican American Movement*. It follows the first successful organizing drive of farm workers in the United States and the challenges they encountered when attempting to unionize. It also discusses the problems associated with the Bracero Program that allowed Mexican workers to fulfill American labor needs between World War II and the 1960s.

9-18 Reserve Readings:

A Brief History of La Raza Unida

Bracero Agreement

9-23 Textbook Readings: Chapter 7 and pages 49-55

9-25 Reserve Reading: Habeas Corpus

Textbook Reading: Chapter 2

Language Policies and Bilingual Education

9-30 First Exam

10-2 Reserve Readings:

English-Only Workplace Suits Continue to Rise

English Spoken Here

Learning English Not a Priority for Immigrants in U.S.

Textbook Readings: Pages 267-274; 289-292

Hispanic Political Power in Cities

10-7 Reserve Reading:

*Power Without a Program: Hispanic Incorporation in Miami (Chapter 10 of *Racial Politics in American Cities* is on reserve in library west).

Textbook Readings: Chapter 3 and Pages 254-266

10-9 Reserve Readings:

Black Cubans: Apart in Two Worlds

Can Democrats Win in Cuban Miami?

The Cuban-American Counterpoint: Black Cubans in the United States

U.S. Policy on Cubans, Haitians Differs

10-14 Film (50 minutes): The Elian Gonzalez Story discusses the battle among the American and Cuban families of Elian Gonzalez and their supporters to determine who should have custody of him. For several months, Cuban Americans demanded that he receive a political asylum rather than be sent back to his home country to live with his father and stepmother. The film shows the

power of Cubans in Miami, their dissatisfaction with Fidel Castro, and the hostilities they endured from white and black Americans over this issue.

Reserve Readings:

The Illusion of Inclusion

The San Antonio COPS Revolution

10-16 **Reserve Reading:** The Tragedy of Elian

Textbook Reading: Chapter 9

10-21 **Reserve Readings:**

Dominican American Ethnic/Racial Identities

Entering the Mainstream Political Agenda: Dominican Americans as a Case Study

10-23 **Reserve Reading:** Reflections on Empowerment, Schooling, and Cristal as Movimiento Icon

Textbook Readings: Chapter 4 and 5

10-28 **Second Exam**

10-30 **Reserve Readings:**

Puerto Rican Migration to New York City

Teacher Suspended Over Puerto Ricans Destroying Orlando Letter

*The Puerto Rican Exception (Chapter 7 of *Out of the Barrio* is on reserve in library west)..

When Animals Attack

Latinos and the Presidency

11-4 **NO CLASS (Election Day: VOTE!)**

11-6 **Textbook Readings:** Chapters 6 and 8; Discussion of Nov. 4th results

11-11 **NO CLASS (Veteran's Day)**

11-13 **Reserve Reading:**

Bill Richardson

Blue States, Latino Voters

Democratic Candidates Court Latino Voters

Textbook Reading: Chapter 10

Racial Rioting and Racial Profiling

11-18 **Reserve Reading:**

The Limits of the Deracialization Concept in the 2001 Los Angeles Mayoral Election

11-20 **Papers Are Due Today.**

Reserve Readings: Washington, D.C. Riot of 1991

11-25 **NO CLASS (Thanksgiving Holiday)**

11-27 **NO CLASS (Thanksgiving Holiday)**

12-2 **Textbook Reading:** Pages 275-276

12-4 **Reserve Reading:**

Driving While Brown: A Proposal for Ending Racial Profiling in Emerging Latino Communities

12-9 **Third Exam**