

The increasingly greater presence and power of Latino voters is changing American politics. Latinos have surpassed African-Americans as the most numerous minority group in the United States. Note the recent confirmation of Sonia Sotomayor as the first Hispanic on the Supreme Court. Latino voters typically support Democrats by about a two-to-one margin. This margin, coupled with population growth, immigration, and increased citizenship rates for Latinos, provides opportunities for Democrats and imperils the political prospects for Republicans, even in Republican-tilting states such as Texas. Democrats and many Republicans have targeted Latinos as an emerging group to court and secure. Typically, the issue of immigration is not the top priority for Hispanics, but the debate over immigration reform has the potential to mobilize and unite Hispanics. In recent years Congress has struggled with immigration reform—in 2006 the House, controlled by Republicans, adopted tougher border security and policing, the Senate, also controlled by Republicans, adopted a broader reform complementing greater border security with a guest worker program and pathway to citizenship. The clash of issues touched off massive rallies, largely by Latinos, with slogans such as “¡Hoy Marchamos! –¡Mañana Votamos!” (“Today we march! Tomorrow we vote!”).

In June 2007 the U.S. Senate, under Democratic control, tried to pass comprehensive immigration reform. They failed.

President Obama, elected in 2008, pledged to enact comprehensive immigration reform soon. While the politics of health care reform has proven a stiff challenge, time will tell whether the intent to reform immigration policy succeeds.

This course will rely on documentaries and television news clips as well as other journalistic and academic analyses of Latino politics. Students will be expected to master an understanding of contemporary Latino politics as well as topics such as immigration reform as well as the composition and trends of the Latino population—not just their numbers and migration patterns but also the evolving socio-economic characteristics of Latinos; the diversity within the Latino community; the issues, political preferences, partisanship, and turnout rates of Latino voters. Recent elections will be considered, but also the broader context offered by Latino politics in recent decades.

Written examinations, research papers, and an assessment of class participation will assess students’ comprehension of this objective. Each of the first two *cumulative* exams and the research paper assignments constitute just over one-sixth of your course grade. Class participation (class assignments and unscheduled quizzes on the assigned reading to reward those who do and understand the readings) also counts as one-sixth. The third exam counts as one-third. You will be evaluated primarily on your

familiarity with and understanding of the assigned readings and material covered in class but also in part on your knowledge and understanding of current Latino politics, particularly (but not exclusively) in connection with the advocacy of Latino issues and immigration reform in the new Obama administration, in the Texas gubernatorial election, and in national politics.

Ultimately your grade turns on my impression of how well you have done in this course. What impresses me? Think of this course as your job and approach it with professionalism. Take this course seriously and let me know that. How? Attend class; be prepared for class—read the assignments for understanding, be ready to ask and answer questions, take an informed role in discussions; arrive early to class; remain for the entire class; be attentive in class without distracting me or your classmates with cell phones, text messages, side conversations, bathroom trips, coming-and-going, and so forth; take exams when scheduled and complete assignments when due; demonstrate your understanding on the exams, quizzes, and research paper assignments. Gadgets of mass distraction—Blackberries, laptops, cell phones, iPhones, etc.—are not for class use—not even for note-taking.

Come prepared and ready to participate. An unexcused absence will adversely affect your course grade, as will being present but unprepared to participate, or participating without being prepared.

After three unexcused absences I drop you from the course. An excused absence is almost exclusively restricted to religious reasons, certain university activities, documented medical conditions, or documented family emergencies. Absences for religious reasons or for university extracurricular activities require communication with me in advance.

If you have a disability that requires an accommodation, see me in advance.

Each of you *who have not previously taken a course with me* must meet with me for 15 minutes in the first weeks of the semester. Sign up in class for an appointment time. Be punctual.

The text should be on reserve in Fondren. Readings are listed below. Two books are available at the SMU Bookstore: the text—F. Chris Garcia, Gabriel R. Sanchez, *Hispanics and the U.S. Political System: Moving into the Mainstream* (Prentice Hall, 2008; indicated on the syllabus as G&S)—and *The Devil’s Highway: A True Story* by Luis Alberto Urrea (Little Brown, 2004). Other readings will be available on Blackboard. For your convenience, web citations are given when possible.

There may be changes in the readings and assignments below. This course requires use of Blackboard at <https://courses.smu.edu>.

Readings provide background on topics covered in class lectures and discussions, so read the assignments before the class for which they are assigned.

Th, Aug 27 * Introduction

T, Sept 1 * The Hispanic Challenge * Huntington, "The Hispanic Challenge," *Foreign Policy*, March-April 2004, 13 pages

Th, Sept 3 * Yuma 14 / Wellton 26 and "Crossing Arizona" * *Devil's Highway*, xv-129; if you've read this book before, read it again, carefully

T, Sep 8 * Yuma 14 / Wellton 26, cont. * Devil's Highway, 131-228; complete assignment on the problems to be solved (see Blackboard)

Th, Sep 10 * Immigration reform: securing the borders * Cornelius, "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004," *Journal of Ethnic and Migration Studies*, Vol. 31, No. 4 (July 2005), pp. 775-794

T, Sep 15 * Hispanic Challenge, Latino Threat? * Chavez, *The Latino Threat*, 1-15, 21-43, 177-186, 189-195, and 213-214

Th, Sep 17 * Immigration reform politics * Morris, "Borderline Catastrophe," and "Base Instinct," *Washington Monthly*, October 2006, 4 pages; Rod Davis, "The Mexican Invasion," *D Magazine*, February 2007, 10 pages; Headley, "Northward Ho! How the Immigration Debate Left Texas," *Texas Observer*, March 23, 2007; Baldwin, "Immigration: The Reform Movement Rebuilds," *Carnegie Reporter*, Fall 2008, 15 pages
<http://www.carnegie.org/reporter/17/immigration/index.html>; Mann and West, "Prospects for Immigration Reform in the New Political Climate," Brookings, July 2009, 11 pages
http://www.brookings.edu/~media/Files/rc/papers/2009/07_immigration_mann_west/07_immigration_mann_west.pdf; Galston, "Policy Outlook for Immigration Reform," Brookings, July 2009, 7 pages
http://www.brookings.edu/~media/Files/rc/papers/2009/07_immigration_policy_galston/07_immigration_policy_galston.pdf

T, Sep 22 * Who is Hispanic / Latino / Chicano? * G&S, 1-14; Skerry, "E Pluribus Hispanic," in Garcia, *Pursuing Power* (1997), c. 1, 6-30

Th, Sep 24 * Exam 1—objective and essay (80 minutes)

T, Sep 29 * Population growth and demographics * review first exam?; G&S, 56-77; "From 200 Million to 300 Million: The Numbers behind Population Growth," Pew Hispanic Center, October 10, 2006, 4 pages
<http://pewhispanic.org/files/factsheets/25.pdf>; Suro and Passel, "The Rise of the Second Generation: Changing Patterns in Hispanic

Population Growth," Pew Hispanic Center, October 14, 2003, 9 pages
<http://pewhispanic.org/files/reports/22.pdf>; Hofer, Rytina, and Baker, "Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2008," DHS, 7 pages
http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2008.pdf; Passel and Cohn, "A Portrait of Unauthorized Immigrants in the United States," The Pew Hispanic Center, April 14, 2009, 42 pages
<http://pewhispanic.org/files/reports/107.pdf>

Th, Oct 1 * The Political courtship of Hispanics * G&S, 182-197; Minushkin and Lopez, "The Hispanic Vote in the 2008 Democratic Presidential Primaries," Pew Hispanic Center, June 3, 2008, i-iii and 1-12
<http://pewhispanic.org/files/reports/86.pdf>; Gonzalez and Ochoa, "The Latino Vote in 2008: Trends and Characteristics," WCVI, December 2008, 17 pages
http://www.wcvi.org/data/election/wcvi_nov2008nationalanalysis_121808.pdf; America's Voice, "Republicans: Fenced In By Immigration," December 2, 2008
http://amvoice.3cdn.net/77076902eaa41d8a76_vqm6id0x0.pdf

T, Oct 6 * Hispanic political participation and mobilization * G&S, 78-90, 120-147; Leal, Barreto, Lee, de la Garza, "The Latino Vote in the 2004 Election," *PS*, January 2005, 41-49; DeSipio and de la Garza, "Forever Seen as New: Latino Participation in American Elections," in Suárez-Orozco and Páez, eds., *Latinos: Remaking America* (2002), c. 20, 398-409; Hispanic political mobilization * Leal, Nuño, Lee, and de la Garza, "Latinos, Immigration, and the 2006 Midterm Elections," *PS*, April 2008, 309-317; Suro and Escobar, "2006 National Survey of Latinos: The Immigration Debate," Pew Hispanic Center, July 13, 2006, 27 pages
<http://pewhispanic.org/files/reports/68.pdf>

Th, Oct 8 * Hispanic resources, public opinion, socialization, and culture * G&S, 91-119; Cornelius, "Ambivalent Reception: Mass Public Responses to the 'New' Latino Immigration to the United States," in Suárez-Orozco and Páez, eds., *Latinos: Remaking America* (2002), c. 8, 165-189; Lopez and Minushkin, "2008 National Survey of Latinos: Hispanic Voter Attitudes," Pew Hispanic Center, July 24, 2008, ii-vi, 1-17 (skim 18-56)
<http://pewhispanic.org/files/reports/90.pdf>

- Th, Oct 15 * Hispanics in coalition * G&S, 148-181; Vaca, *The Presumed Alliance: The Unspoken Conflict between Latinos and Blacks and What It Means for America*, vii-xv, 1-16, 185-205, 225-227
- T, Oct 20 * Hispanic representation, power, and clout * G&S, 198-266
- Th, Oct 22 * Exam 2—objective covering readings since first exam and cumulative essay (80 minutes)**
- T, Oct 27 * Latino Politics: looking back, looking ahead * review 2nd exam?
- Th, Oct 29 * Public policies and Hispanics * G&S, 267-304
- T, Nov 3 * Hispanics in the law * *Hernandez v. Texas*, 347 U.S. 475 (1954); Mann, White Man's Burden, *Texas Observer*, August 21, 2009 <http://www.texasobserver.org/features/white-mans-burden>
- T, Nov 3 * elaborated thesis statement, 250 words (cf. 11/24)**
- Th, Nov 5 * Immigration * review G&S, 292-302; Immigration Policy Center, "Why Don't They Just Get in Line?," March 2008, 2 pages <http://www.immigrationpolicy.org/images/File/actcheck/WhyDontTheyGetInLine03-08.pdf>, and "Why Don't They Come Legally?," January 2008, 3 pages <http://www.immigrationpolicy.org/images/File/actcheck/WhyDontTheyComeLegally01-08.pdf>; Martin, "The United States: The Continuing Immigration Debate" in Cornelius, et al., *Controlling Immigration*, 2d ed. (2004), 51-94; "Modes of Entry for the Unauthorized Migrant Population," Pew Hispanic Center, May 22, 2006, 4 pages; <http://pewhispanic.org/files/factsheets/19.pdf>; Taranto, "Anchors Away? No Way. Why children of illegal aliens are natural-born citizens," *The Wall Street Journal*, August 5, 2009 [suggested: Congressional Budget Office, "Immigration Policy in the United States," February 2006, vii-ix, 1-19 <http://www.cbo.gov/ftpdocs/70xx/doc7051/02-28-Immigration.pdf>]
- T, Nov 10 * Immigration: budgetary impact * Heer, *Immigration in America's Future* (1996), c. 4, 27-76; Congressional Budget Office, "The Impact of Unauthorized Immigrants on the Budgets of State and Local Governments," December 2007, 12 pages <http://www.cbo.gov/ftpdocs/87xx/doc8711/12-6-Immigration.pdf>
- Th, Nov 12 * Immigration reform: securing the interior * Preston, "Firm Stance on Illegal Immigrants Remains Policy," *New York Times*, August 4, 2009; *and other readings to be added*
- T, Nov 17 * Immigration reform: guest worker programs * Briggs, "Guestworker Programs: Lessons from the Past and Warnings for the Future," Center for Immigration Studies, March 2004, 7 pages <http://www.cis.org/articles/2004/back304.pdf>; Krikorian, "Flawed Assumptions Underlying Guestworker Programs," Center for Immigration Studies, February 2004, 11 pages <http://www.cis.org/articles/2004/back204.pdf>
- Th, Nov 19 * Latino Politics in North Texas * review Davis, "The Mexican Invasion," *D Magazine*, February 2007, 10 pages; "El Gobernador," *Texas Monthly*, February 2008, 9 pages <http://www.texasmonthly.com/2008-02-01/feature.php>; Eschbach, "Current Demographic Trends and the Future of Texas," Texas State Data Center, July 7, 2009 http://txsdc.utsa.edu/download/pdf/presentations/2009_07_07_DFW_Arlington.pdf
- T, Nov 24 * The Chicano Movement: Sense of Self * "Chicano!," c. 9, "In Quest of a Homeland," 154-170; Gonzales, "I am Joaquin"
- T, Nov 24 * 1,500 word paper assessing either whether and why Hispanics, with such abysmally low political participation, are so persistently courted by Democrats and Republicans OR the political prospects for immigration reform in the Obama administration, drawing on extensive reading, principally of news coverage, beyond articles required for class**
- T, Dec 1 * The Chicano Movement: Organizing * G&S, 20-26, 31-55; "Chicano!," c. 8, "The Struggle in the Fields," 130-151;
- Th, Dec 3 * The Chicano Movement: Political Power * "Chicano!," c. 13, "The Road to Political Empowerment," 228-247
- T, Dec 8 * "Broader, Browner, Better?" * G&S, 305-314
- S, Dec 12 * Exam 3—(11.30-2.00) objective covering readings since second exam and cumulative essay (150 minutes)**