

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. 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. Both Democrats and Republicans have targeted Latinos as an emerging group to court and secure, a targeting strongly evident in this year's elections. Against this political backdrop, in recent years Congress has struggled with immigration reform—in 2006 the House adopted tougher border security and policing, the Senate 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!”).

This course will rely on documentaries and television news clips as well as other journalistic and academic analyses of Latino politics. Topics to be considered include 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.

In general, each of the first five exams constitutes just over 10 percent of your course grade. The sixth exam counts for just over 20 percent of the course grade. The research papers count for just over 5 and 15 percent. Class participation (in part, unscheduled quizzes on the assigned reading to reward those who do and understand the readings) constitutes roughly 5 percent of your course grade. You will be evaluated primarily on your familiarity with and understanding of the assigned readings but also in part on your knowledge and understanding of the current Latino politics, particularly (but not exclusively) in connection with the advocacy of Latino issues and immigration reform in the new Obama administration.

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 must meet with me for 15 minutes in the first weeks of the semester. Sign up for an appointment time during the first day in class. Be punctual.

This course is frontloaded in terms of the reading. Start fast and finish strong. You will be required and expected to read more early in the course than later when you will be reading more extensively for your research paper. The text should eventually 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/webapps/login/>.

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

T, 1/20 * Introduction * 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; Immigration Policy Center, "The New Electoral Landscape and What It Means for Immigration Reform: Latinos, Asians, and New Americans Redefine 21st Century American Politics," December 2008, 6 pages
http://www.immigrationpolicy.org/images/File/specialreport/New_Electoral_Landscape_12_4_08.pdf; Chishti and Bergeron, "Impending Deadlines on a Number of Immigration Decisions Await Obama," Migration Policy Institute, January 15, 2009, 2 pages

Th, 1/22 * *Devil's Highway*, xv-129; if you've read this book before, read it again, carefully

T, 1/27 * *Devil's Highway*, 131-228

Th, 1/29 * no class, SMU follows Monday schedule

T, 2/3 * 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;

Th, 2/5 * Exam 1—objective only, covering 1/20-2/3 readings (40 minutes); remainder of class will consider Huntington, "The Hispanic Challenge," *Foreign Policy*, March-April 2004, 13 pages; "Commentary on 'The Hispanic Challenge,'" *Foreign Policy*, May/June 2004, 33 pages

T, 2/10 * Hispanic Challenge, Latino Threat * Chavez, *The Latino Threat*, 1-15, 21-43, 177-186, 189-195, and 213-214

Th, 2/12 * Who is Hispanic / Latino / Chicano? * G&S, 1-14; Skerry, "E Pluribus Hispanic," in Garcia, *Pursuing Power* (1997), c. 1, 6-30

F, 2/13 * 500 word paper due on *The Devil's Highway* listing the underlying problem(s) that led to the deaths of the Yuma 14 and discussing the strengths and weaknesses of a substantive immigration reform that might address the underlying problem(s)

T, 2/17 * Hispanic population growth * G&S, 57-64; "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>; Passel and Cohn, "U.S. Population Projections: 2005–2050," February 11, 2008, i-30 (35 pages)
<http://pewhispanic.org/files/reports/85.pdf>; Fry, "Latino Settlement in the New Century," Pew Hispanic Center, October 2008, 35 pages

Th, 2/19 * More Hispanic population growth * 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>; Passel, "Size and Characteristics of the Unauthorized Migrant Population in the U.S.," Pew Hispanic Center, March 7, 2006, 23 pages

<http://pewhispanic.org/files/reports/61.pdf>; "Estimates of the Unauthorized Migrant Population for States based on the March 2005 CPS," Pew Hispanic Center, April 26, 2006, 2 pages
<http://pewhispanic.org/files/factsheets/17.pdf>; Hoefler, Rytina, and Baker, "Estimates of the Unauthorized Immigrant Population Residing in the United States: January 2007," 7 pages
http://www.dhs.gov/xlibrary/assets/statistics/publication/s/01s_ill_pe_2007.pdf

T, 2/24 * Hispanic demographics * G&S, 64-77; flesh out and update insights from the text with the 36 tables found at "Statistical Portrait of Hispanics in the United States, 2006," Pew Hispanic Center, January 23, 2008
<http://pewhispanic.org/factsheets/factsheet.php?FactsheetID=35>

Th, 2/26 * Exam 2—objective covering 2/5-2/24 readings and cumulative essay (40 minutes); remainder of class will consider... * The political courtship of Hispanics * G&S, 182-197; Morris, "Borderline Catastrophe," and "Base Instinct," *Washington Monthly*, October 2006, 4 pages;

T, 3/3 * Hispanics and the 2008 elections * Taylor and Fry, "Hispanics and the 2008 Election: A Swing Vote?" Pew Hispanic Center, December 6, 2007, 1-21 (review 22-42)
<http://pewhispanic.org/files/reports/83.pdf>; 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>; "Historic Latino Voter Turnout Helps Elect Barack Obama," LULAC Press Release, 11/5/08, one page
<http://www.lulac.org/advocacy/press/2008/obamaelection.html>; Lopez, "The Hispanic Vote in the 2008 Election," Pew Hispanic Center, 11/5/08, 16 pages
<http://pewhispanic.org/files/reports/98.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

Th, 3/5 * Hispanic political participation * G&S, 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

T, 3/10 & Th, 3/12 – no class (Spring Break)

T, 3/17 * 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, 3/19 * Exam 3—objective covering 2/26-3/17 readings (40 minutes); remainder of class will consider... * Hispanic public opinion and resources* G&S, 78-119; 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>

T, 3/24 * Hispanic representation, power, and clout * G&S, 198-266

Th, 3/26 * 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, 3/31 * Public policies and Hispanics * G&S, 267-304

Th, 4/2 * Exam 4—objective covering 3/19-3/31 readings and cumulative essay (40 minutes); class ends with the exam

T, 4/7 * 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/factcheck/WhyDontTheyGetInLine03-08.pdf>, and "Why Don't They Come Legally?," January 2008, 3 pages <http://www.immigrationpolicy.org/images/File/factcheck/WhyDontTheyComeLegally01-08.pdf>; Martin, "The United States: The Continuing Immigration Debate" in Cornelius, et al., *Controlling Immigration*, 2^d 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>; [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>]

Th, 4/9 * Immigration realities * 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>

T, 4/14 * Immigration reform: securing the interior * Brownell, "The Declining Enforcement of Employer Sanctions," Migration Information Source, September 1, 2005, 8 pages <http://www.migrationinformation.org/Feature/display.cfm?ID=332>; Immigration Policy Center, "E-Verify and Arizona," May 2008, 3 pages <http://www.immigrationpolicy.org/images/File/factcheck/AZE-verify04-08.pdf>; Gorman, "Mayor chides ICE for workplace raids," Los Angeles Times, April 10, 2008 <http://articles.latimes.com/2008/apr/10/local/me-raids10>; Allen, "Raids to become the focus of immigration policy push," The Hill, January 13, 2009 <http://thehill.com/leading-the-news/raids-to-become-the-focus-of-immigration-policy-push-2009-01-13.html>

Th, 4/16 * 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>

F, 4/17 * 1,500 word paper analyzing the impact of Hispanic voters in the 2008 elections, drawing on extensive reading of news coverage beyond articles required for class

T, 4/21 * Exam 5—objective covering 4/7-4/16 readings (40 minutes); remainder of class will consider... * The Chicano Movement: Sense of Self * "Chicano!," c. 9, "In Quest of a Homeland," 154-170

Th, 4/23 * The Chicano Movement: Organizing * G&S, 22-26, 31-55; "Chicano!," c. 8, "The Struggle in the Fields," 130-151

T, 4/28 * The Chicano Movement: Political Power * "Chicano!," c. 13, "The Road to Political Empowerment," 228-247;

Th, 4/30 * "Broader, Browner, Better?" and Latino Politics in North Texas * G&S, 305-314; review Rod 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>; "Current Trends of Population Change in Texas," Texas State Data Center, June 25, 2008, http://txsdc.utsa.edu/download/pdf/presentations/2008_06_25_Tx_Dept_of_Insurance.pdf

W, 5/6 Exam 6—objective covering 4/21-4/30 readings and cumulative essay (80 minutes), 3:00 - 4:20 p.m.