**POLS 280: Latino Politics (Fall 2022)**

Monday, Wednesday, & Friday 1:00-1:50pm   
Classroom: CSB 272   
Instructor: Andre P. Audette   
Email: aaudette@monmouthcollege.edu   
Andre’s Office: CSB 330   
Politics Party Time (office hours): 2-3pm Monday-Friday, and by appointment

*“Latino power is rooted in history and tradition…Latino power is ahora—now…And Latino power is our future.” –* Juana Bordas in *The Power of Latino Leadership*

**Course Description**

Latinos are numerically the fastest growing racial and ethnic group in the United States.

Because of this, each election cycle the news media, political consultants, and politicians herald that Latinos will “choose the next president” or otherwise wield enormous political power. Outside of these claims, however, little is done to actually try to understand this critical demographic group. This course is for all students who want to learn more about who Latinos are and how their political attitudes and behaviors may change the U.S.

political system. We will survey topics in public policy, political activism, and social identity, among others, to gain a broad introduction to Latinos’ current and potential political influence. Ultimately, we seek to answer how Latinos have influenced American politics in the past, how they are currently influencing American politics, and how they will influence American politics in the future.

**Course Objectives**

After successfully completing this course, you will be able to better:

Understand how different Latino groups approach identity, policy issues, and political engagement   
Define and critically evaluate major concepts in the study of Latino politics   
Identify how Latino politics is different from or similar to the politics of other social groups   
Articulate what role Latinos will play in the future of American politics   
Synthesize and intelligently express your own points of view, both orally and in writing

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**ISS** – Inquiry in the Social Sciences courses allow students to analyze evidence to come to informed conclusions about the various ways that people interact with one another in cultures and societies across human history.

**IDE** – Identity, Diversity, Equity courses allow students to recognize the histories, perspectives, and contributions of socio-cultural groups in the United States, and to consider how these groups are affected by societal forces while considering their own complex of identities.

**\*More info about the core curriculum is available on Moodle\***

**Required Texts**

You will receive the following books from the Monmouth College bookstore:

Barreto, Matt, & Gary Segura. 2014. *Latino America: How America’s Most Dynamic*  *Population is Poised to Transform the Politics of the Nation.* PublicAffairs.

García, John A., & Gabriel R. Sanchez. 2021. *Latino Politics in America: Community,*  *Culture, and Interests.* 4th edition. Rowman & Littlefield.

All other course materials will be made available on Moodle or by email.

**Course Requirements**

To help you achieve the course objectives, final grades will be assessed through the following evaluations:

2 exams (10% each, 20% total)   
Your choice of 2 short response papers (10% each, 20% total) Discussion leader and longer response paper (15%)   
Latino candidate paper (10%)   
Final paper (25%)   
Participation (10%)

**\*Further information on these course requirements will be distributed in class\***

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***Exams***

There will be two in-class, closed-book exams this semester. They are not cumulative and will include fill-in-the-blank, multiple choice, short answer, and longer answer questions.

Exams will cover material from lectures, class activities, reading assignments, and discussion.

***Response papers***

In the course schedule listed below you will find questions that will guide our weekly discussions. In about 4 double-spaced pages, response papers should respond to the questions and demonstrate your understanding of the readings/discussion and your ability to apply them to current political debates. The main focus should your analysis and opinion, with evidence, and not summary of the readings. You are not required to do any outside research, but please cite your sources (in any academic format) if you do.

Response papers are due via email before the last class of the week. You may not write a short response paper the week you are a discussion leader (see next page).

***Discussion leader and longer response paper***

In the first week of class, you will sign up to lead a short class discussion on one of the weekly questions listed on the course schedule. The teams assigned to that week should plan to lead discussion for about 10-15 minutes. Discussion can focus on points made in the reading, related current events or debates, how the topic relates to previous ones, or other (relevant) directions you would like to take the conversation. Note that I am happy to help you prepare for your discussion in my office hours.

After leading the discussion for the week, you will write a longer response paper (about 6 double-spaced pages) that cites at least 4 outside sources to expand on or help provide evidence for your position. Longer response papers are due via email before the first class of the week following the question you are writing on.

***Latino candidate paper***

This November we will track the campaign and results of the 2022 midterm elections. For this paper, you will select one political candidate who is Latino or from a district that is substantially Latino and analyze their political campaign through the lens of Latino politics.

How did being Latino/serving Latinos impact the campaign and the outcome? What does this tell us about Latino politics as a whole? The paper should be around 4 double-spaced pages, turned in via email.

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***Final paper***   
The major question of this class is how Latinos have influenced American politics in the past, how they are currently influencing American politics, and how they will influence American politics in the future. In around 7-8 double-spaced pages, you should respond to this question by drawing on our course readings and discussion as well as your own outside research. The paper should be turned in via email.

***Participation***

A large part of our class will be based on discussion; therefore, it is essential that you come to class ready to actively participate. This includes (but is not limited to): attending class regularly, carefully reading the assigned texts, sharing your thoughts, opinions, and insights in discussion, considering and raising opposing viewpoints, engaging in respectful dialogue with others, listening attentively to others’ perspectives, and following the discussion policies listed in this syllabus.

**Course Engagement Expectations**

Classroom activities (2.5 hours/week)   
Reading and class prep (6 hours/week)   
Papers (2.5 hours/week)   
Exam prep (1 hour/week)

Total: 12 hours/week

**Grade Scale**

A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (<60)

**Course Policies and Additional Resources**

***Academic Honesty***   
It is your responsibility to be familiar with and uphold the academic honesty policy of MC, as defined in the Scots Guide (https://www.monmouthcollege.edu/offices/student-affairs/academic-regulations/). Any student found to have violated these policies of academic integrity will receive a failing grade on the assignment and may be subject to further penalties by the College, including suspension or expulsion. If you have any questions about avoiding plagiarism or any of the other policies, please come talk to me.

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***Late Work/Extra Credit***   
An important part of academic and career preparation is the ability to meet deadlines and fulfill the requirements of your work. If you must be late with an assignment, please contact me before the deadline and propose a new due date, which we can negotiate. Otherwise late work will be assessed a penalty of a half letter grade per 0-24 hour period it is late. Additionally, there will be no extra credit given on an individual basis.

***Attendance***   
Class attendance is expected, but not required, in this course. Beware that it is difficult to pass this course if you have a number of unexcused absences, as it is impossible to participate if you do not attend class or make other arrangements with me. Furthermore, you are responsible for all of the material covered in class, and it is thus in your best interest to attend every class. If you must miss a class, it is your responsibility to get notes from another student and to contact me about any makeup work.

***Discussion Policies***   
The goal of discussion is to understand and learn from the viewpoints and experiences of others in order to better understand our own opinions and the functioning of the world around us. Specifically, our goal in this course is to consider various components of and to think critically about American democracy. Just as multiple voices are necessary for a healthy democracy, your participation is important for the learning experiences of your fellow classmates and your instructor. Therefore, participation will be graded on the quality, and not just quantity, of your contribution to this endeavor. To create an   
environment where everyone has the opportunity to participate, respect for individual differences and viewpoints will be maintained at all times. In sum, you are allowed and encouraged to disagree with other students, the professor, or the texts, but disagreement should always be expressed in a respectful manner inside and outside of the class.

***Accessibility Services***   
If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal   
educational access. To discuss any of the services offered, please call or meet with Jennifer Sanberg, Associate Director of Academic Support & Accessibility Services. The ASAS office is located in the ACE space on the first floor of the Hewes Library. They can be reached at 309-457-2257 or via email at academicsupport@monmouthcollege.edu.

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***Writing Center***   
The Writing Center offers tutoring for writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing process, from planning to drafting to revising to editing. The Writing Center is located on the main floor of the Hewes Library. No appointment is necessary! Visit   
https://www.monmouthcollege.edu/offices/writing-center for the latest information on hours of operation and writing center workshops.

***Student Success at Monmouth College***   
Student Success & Accessibility Services offers FREE resources to assist Monmouth College students with their academic success. Programs include supplemental instruction for select classes, drop-in and appointment tutoring, and individual academic coaching. Their office is here to help all students excel academically, so everyone can work toward better grades, practice stronger study skills, and manage their time better.

***Counseling Services***   
Monmouth College provides cost-free, professional mental health counseling to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located in the upper level of Poling Hall, offices 204 and 216, and the hours are Monday-Friday, 8:30am-5:00pm. To request a confidential appointment online, go to https://titanium.monmouthcollege.edu/ or email   
counselingcenter@monmouthcollege.edu, Cindy Beadles at   
cbeadles@monmouthcollege.edu or Tom Caudill at tcaudill@monmouthcollege.edu.

**COVID Statement**

This semester presents many uncertain circumstances due to the ongoing pandemic. The policies and schedule outlined in this syllabus are subject to change, and I will do my best to provide advance notice for any such changes. Likewise, should your ability to fully participate in the class change over the course of the semester, please reach out to me and we can discuss the best options for moving forward. We’re all in this together!

**Questions, Concerns, Comments**

If you have any questions at any point, please do not hesitate to contact me! I encourage you to come to my office hours even if you just want to discuss politics or some other subject, and I can set up appointments if you are unable to meet during the scheduled times. (Please try to give me at least 24 hours notice if you’d like to make an appointment.)

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**Course Outline and Schedule**

\*Reading assignments are to be completed before the date they are listed.

***Who are Latinos and why study Latino politics?***

*Wednesday, Aug. 24th*

Introductions, numbers game, and syllabus

*Friday, Aug. 26th*

Barreto & Segura pgs. 1-5, 13-31   
García & Sanchez chapter 1   
Audette – “Tex-Mex Hispandering”   
Francis-Fallon – “Political Divisions Among Latinos Are Actually Decades Old” Meraji – “A Politician Walks Into King Taco…A Look at the Political Term ‘Hispandering’”

***Week 1: What term(s) should we use to best describe this social group?***

*Monday, Aug. 29th*

García & Sanchez chapters 2-3

*Wednesday, Aug. 31st*

Listen to Latino USA – “Latinx: The Ungendering of the Spanish Language” Padilla – “What Does Latinx Mean? A Look at the Term That’s Challenging Gender Norms”   
Triana – “The Term ‘Latinx” Is Less Inclusive and Diminishes Hispanic Culture”

*Friday, Sept. 2nd*

García & Sanchez chapter 4   
Galarza – “I Am Not Mexican-American”

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***Week 2: How should the Census classify Latinos? Are they a racial group, an ethnic group, or another type of social group? Should it track citizenship?***

*Monday, Sept. 5th*

García & Sanchez chapter 5   
Gupta – “To Fight Discrimination, the U.S. Census Needs a Different Race Question” Prewitt – “Fix the Census’ Archaic Racial Categories”   
Scommegna – “Changing Race and Ethnicity Questions on the U.S. Census Form Reflect Evolving Views”

*Wednesday, Sept. 7th*

Hattam – chapter 1 of *In the Shadow of Race*  
Negrὀn-Muntaner – “Are Brazilians Latinos? What Their Identity Struggle Tells Us About Race in America”   
Rappeport – “Jeb Bush Listed Himself as ‘Hispanic’ on Voter Form”

*Friday, Sept. 9th*

Camarota & Zeigler – “Estimating the [Unauthorized] Immigrant Population Using the Current Population Survey”  
Ceridon – “Multiracial on the 2020 Census: I Love Checking More Than One”Gonzalez – “Autobrownograpy”  
Prokop – “Trump’s Census Citizenship Question Fiasco, Explained”

***Week 3: Are Latinos a “sleeping giant?” What factors affect political participation rates? What could be done to increase participation/”wake the sleeping giant?”***

*Monday, Sept. 12th*

García & Sanchez chapters 6-7

*Wednesday, Sept. 14th*

Ramírez et al. – “Proactive, Reactive, and Tactical: Mobilizing the Latino Vote…” Taladrid – “Deconstructing the 2020 Latino Vote”   
Valdes – “27 Million Potential Hispanic Votes…”

*Friday, Sept. 16th*

Ambroggio – “Song of/to/My/Your/Self”   
Audette – excerpts from *The Religious Bases of Latino/a Political Participation*Barreto et al. – “How to Measure Latino Influence: A New Quantitative Model” Cepeda – “If the Latino Vote is Taken For Granted, the Sleeping Giant Will Never Awaken”   
Limón – “It’s Time to Stop Gerrymandering Latinos Out of Political Power”

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***Week 4: Are Latinos Republicans and they just don’t know it? Did they actually turn out to vote for Trump in 2016 or 2020? Could Republicans ever win Latino votes?***

*Monday, Sept. 19th*

Campos-Duffy – “The GOP’s Hispanic Opportunity”   
de la Garza & Cortina – “Are Latinos Republicans But Just Don’t Know It? The Latino Vote in the 2000 and 2004 Presidential Election”   
Excerpts from 2012 Republican Party “Growth & Opportunity Project” report

*Wednesday, Sept. 21st*

Brownstein – “Are Latinos Really Realigning Toward Republicans?”   
Cadava – “The Deep Origins of Latino Support for Trump”   
Sanchez & Gomez-Aguinaga – “Latino Rejection of the Trump Campaign: How Trump’s Racialized Rhetoric Mobilized the Latino Electorate as Never Before” Go online for at least 30 minutes to read and take notes about Latinos in the 2016 and 2020 presidential elections. (You will present this to the class.)

*Friday, Sept. 23rd*

Frymer – excerpt from *Uneasy Alliances*  
Hajnal & Lee – excerpt from *Why Americans Don’t Join the Party*Padilla – “Cuban Poets Don’t Dream Anymore”

***Week 5: In the current political climate, would you devote more resources to working for political change “within the system” or “outside the system?” Should a candidate’s racial identity ever matter for vote choice? When is protesting an effective tactic?***

*Monday, Sept. 26th*

Bhojwani – introduction and chapter 1 of *People Like Us*  
Náñez – “Latinos Make Up Only 1% of All Local and Federal Elected Officials, And That’s a Big Problem”   
Sanchez & Morin – introduction, literature review, and conclusion of “The Effect of Descriptive Representation on Latinos’ Views of Government and of Themselves”

*Wednesday, Sept. 28th*

García & Sanchez chapter 8   
Marquez & Jennings – “Representation by Other Means: Mexican American and Puerto Rican Social Movement Organizations”   
Michelson & Lavariega Monforti – “Latinos Now Trust Politicians Even Less Than Before, But Have Become More Politically Active”

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*Friday, Sept. 30th*

Barreto et al. – “Mobilization, Participation, and *Solidaridad*: Latino Participation in the 2006 Immigration Protest Rallies”   
Ochoa – “Reflections From a LA Weekend Protest About Immigrant Families” Read or listen to Gonzalez – “Hundreds of Thousands Marched for Immigrant Rights a Decade Ago. What’s Happened Since?”

***Midterm Week***

*Monday, Oct. 3rd*

Akin – “Under Fire Over Outreach Efforts, House Democrats Launch New Latino- Focused Ad Campaign”  
Cadava – “The Battle for Latino Voters in the Rust Belt”  
Cortina & Rottinghaus – “With the 2022 Midterms Ahead, Expect Another Latino Misinformation Crisis”  
Gómez-Upegui – “Are Latino Voters Really Moving Right? The End of *Roe* May Muddy the Picture”  
NALEO – “2022 Midterm Elections: Latino Vote Projections”

*Wednesday, Oct. 5th*

Review of what we’ve learned so far – bring your questions!

*Friday, Oct. 7th*

**EXAM 1**

***Week 6 (continues through next week): What potential partners could Latinos build political coalitions with? Should limited resources be devoted to building political capital and community among Latinos or with other minority groups?***

*Monday, Oct. 10th*

García & Sanchez chapter 11   
Kaufmann – “Cracks in the Rainbow: Group Commonality as a Basis for Latino and African-American Political Coalitions”

*Wednesday, Oct. 12th – Friday, Oct. 14th –* **NO CLASSES (FALL BREAK)**

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*Monday, Oct. 17th*

Cox – “Most U.S. Adults Feel What Happens to Their Own Racial or Ethnic Group Affects Them Personally”   
Hurwitz et al. – “Linked Fate and Outgroup Perceptions: Blacks, Latinos and the U.S.

Criminal Justice System”

*Wednesday, Oct. 19th*

Martin – “Black-Brown Coalitions Are Tough to Sustain”   
Medina – “Latinos Back Black Lives Matter Protests. They Want Change for   
 Themselves, Too.”   
Rodrigues & Segura – “A Place at the Lunch Counter: Latinos, African Americans, and the Dynamics of American Race Politics”

*Friday, Oct. 21st*

Abrajano & Alvarez – “Intergroup Relations and Coalition Building”   
Kaufman – listen to or read “Asian-Latino Coalition Aims to Register Minority Voters in Nevada”   
Limón – “The News She Does Not Give Him (Everyone Is Killing Us)”

***Week 7: How should immigrant groups be incorporated into the U.S.? What immigration reforms are necessary, desirable, practical, and politically feasible?***

*Monday, Oct. 24th*

Baca – “Immigrants in Our Own Land”   
Huntington – “The Hispanic Challenge”

*Wednesday, Oct. 26th*

Ngai – introduction and epilogue of *Impossible Subjects*  
Tichenor – Table 1.1 from *Dividing Lines*  
Go online for at least 30 minutes to read and take notes about current or recent immigration policies and proposals. (You will present this to the class.)

*Friday, Oct. 28th*

García & Sanchez chapter 9   
Montilla – “Maps”

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***Week 8: What policy issues do Latinos think are most important for their community? For the U.S. as a whole? How do those issues impact their participation in the process?***

*Monday, Oct. 31st*  
 Martinez – “Poll: Abortion Enters Top 5 Latino Issues”   
 Palmeri – “What Democrats, and Everyone Else, Are Getting Wrong About Latino Voters”   
 Sanchez – “Yes, Social Justice and Discrimination Were Driving Issues for Latino Voters in 2020”   
*Wednesday, Nov. 2nd*  
 García & Sanchez chapters 10 & 13   
 Albarracín – chapter 1 of *At the Core and in the Margins*   
*Friday, Nov. 4th*  
 Barreto & Segura chapter 12   
 Acevedo – watch “Beloved, Or If You Are Murdered Tomorrow”

***Week 9: How do historical factors and policies impact present-day Latino politics? How well do political science theories of Latino politics explain the present-day situation?***

*Monday, Nov. 7th*  
 Prepare a presentation on a person who has significantly impacted Latino politics Gonzalez – chapter 1 of *Harvest of Empire*   
*Wednesday, Nov. 9th*  
 The Cuban Adjustment Act   
 Treaty of Guadalupe Hidalgo   
 2007 Report by the President’s Task Force on Puerto Rico’s Status   
*Friday, Nov. 11th*  
 Hero – excerpts from *Latinos and the U.S. Political System*  
 Olivarez – “(citizen) (illegal)”

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***Week 10: How are Latinos affected by politics at the state and local level? How do they impact politics on these levels? What opportunities and challenges exist for greater political influence in less centralized levels of government?***

*Monday, Nov. 14th*

Read and present (as a group) the chapter that you have been assigned from: oDanielson – “All Immigration Policy Is Local: The Day Labor Ordinance in Vista, California”   
 oRamakrishnan & Wong – “Partisanship, Not Spanish: Explaining Municipal Ordinances Affecting Undocumented Immigrants”   
 oVarsanyi – “Immigration Policy Activism in U.S. States and Cities:   
 Interdisciplinary Perspectives”   
Casellas – “Coalitions in the House? The Election of Minorities to State Legislatures and Congress”

*Wednesday, Nov. 16th*

Abrajano & Hajnal – introduction to *White Backlash*  
Hopkins – introduction and conclusion of “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition”   
University of California – Riverside – “Early Trump Support Climbed in Areas with Recent Latino Population Growth”

*Friday, Nov. 18th*

Barreto & Segura chapter 9   
Lee & Lubienski – “Children in Disadvantaged Neighborhoods Are More Likely to See Their Local Schools Close”   
Neiman et al. – introduction of *Examining Latino Representation on California’s*  *School Boards*  
Skim Serrato – “Latinx Voters Could Determine the Next Mayor of Chicago, If They Show Up”   
Holtry – watch “Something Out of Nothing”

***Interim Week – Candidate Papers Due!***

*Monday, Nov. 21st*  
**LATINO CANDIDATE PAPER DUE BY 1PM**   
**Prepare a short presentation of your findings for class**

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*Wednesday, Nov. 23rd – Friday, Nov. 25th –* **NO CLASSES (THANKSGIVING BREAK)**

***Week 11: How will changing demographics within the Latino population (including location, religion, age, generation, and others) affect their political power?***

*Monday, Nov. 28th*

García & Sanchez chapter 12   
Mulder et al. – excerpts from *Latino Protestants in America*  
Wang – “Latino Identity Fades As Immigrant Ties Weaken, Study Finds”

*Wednesday, Nov. 30th*

Benjamin-Alvarado et al. – “Latino Mobilization in New Immigrant Destinations: The Anti-H.R. 4437 Protest in Nebraska’s Cities”   
Vasilogambros – “How Latinos are Saving Iowa”

*Friday, Dec. 2nd*

Barreto & Segura chapter 13   
Fraga et al. – “Latinos and the Future of American Politics” Orozco – “mano a mano”

***Latinos: the past, present, and future of American politics?***

*Monday, Dec. 5th*

Review of the semester and preparation for final exam

*Wednesday, Dec. 7th*

**FINAL PAPER DUE BY 1PM**

***The End***☹

*Saturday, Dec. 10th at 3pm*

**EXAM 2**

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