

# **POL 168: Chicano/Latino Politics**

Fall Quarter 2019

Lecture: Olson 223

T-Th 4:40-6:00 PM

---

Professor: B. Jones

Office: 573 Kerr Hall

Office Hours: T 10:00–11:30 and Th 10:30-12:00

e-mail: [bsjjones@ucdavis.edu](mailto:bsjjones@ucdavis.edu)

Teaching Assistant: M. Pantoja ([mpantoja@ucdavis.edu](mailto:mpantoja@ucdavis.edu))

Office Hours: Kerr Hall 675, Th 10:00-12:00

---

## **Course Description**

Who are Chicanos? Chicanas? Latinos? Latinas? Hispanics? Latinx? Why all the terms? What do they mean? What are the political and social implications for the expansion of this population? What are the facts, or “approximate” facts about immigration? What impact do/will Latinos have on political strategies? How did Latinos vote in recent elections? How does the current immigration debate impact attitudes toward Latinos? These are the kinds of questions we will ask and hopefully answer over the course of this quarter. In so-doing, you will be exposed to a variety of materials, both reading and visual. It is your job to approach these questions with an open-mind and with a healthy sense of curiosity. You will be asked to complete several class projects as well as actively participate in the class discussions.

## **UC Davis Domestic Diversity Requirement**

Units from this course will partially fulfill the UCD Domestic Diversity requirement. This requirement states that the course “provide students with an understanding and appreciation of the social and cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions.”

## **Course Requirements and Grading Criteria**

This course is reading intensive. The student is expected to keep up with course readings and, importantly, contribute to classroom discussion. There will be three homework/writing assignments associated with different topics. The first assignment will entail compiling information about the Latina/o population relevant to demographics and politics. The second assignment will be a group-based assignment. Details of this will be discussed in class and posted in a separate document. The third assignment will entail a creative writing project. The details of this will be discussed in class and posted in a separate document. Also, each of you have an Extra Credit account that can be “filled” up in various ways. All told, extra credit can result in a *maximum* of a two percent increase in your overall grade; it obviously cannot reduce your grade if you choose to do no extra credit activities. Your grade breakdown goes as follows:

Midterm Exam: 26 percent

Final Exam: 26 percent

Three Outside Assignments: 48 percent (16 percent each)

A detailed list of outside projects/assignments will be posted to the website along with the assignment's due dates. The due dates are hard targets. Failure to submit assignments on-time will result in a 10 percent per day deduction (i.e. if an assignment is due in class and you turn it in after class, you will receive a 10 percent deduction). In general, I require hard copies of assignments; electronic submissions will not be accepted except under very restrictive circumstances. All homework assignments should be word-processed using standard margins (1 inch) and standard fonts (no larger than 12-point; no smaller than 10-point). Exams will require the use of bluebooks that you must provide and be prepared to turn in prior to the exam for inspection.

## Reading

There are two assigned books and several articles that are/will be posted to Canvas. Additionally there is one required album recording students will need to have access to. The required books are Juan Gonzalez' *Harvest of Empire: A History of Latinos in America* and Todd Miller's *Border Patrol Nation: Dispatches from the Frontlines of Homeland Security*. The required album recording will be Making Movies' *ameri'kana*.

## Course Policies

All exams must be taken at the time prescribed in the syllabus. Course assignments are due on the date given to you in class. Assignments turned in late will be docked 10 percent for each day past the due date. The "past due" period begins immediately after the homework has been collected. Course assignments that are e-mailed to me or to the teaching assistant will *not be accepted*, unless otherwise noted and authorized by me. In saying course assignments will not be accepted, this means you will receive a grade of 0 on that particular assignment. You are also required to become familiar with the UC Davis Code of Academic Conduct (<http://sja.ucdavis.edu/cac.html>). Cheating, plagiarism, and harassment in any form will not be tolerated. Do not do these things. Also, in lecture and in discussions, cell phones must be turned off. Usage of cell phones (or any other personal communication devices) during exams will be viewed as possible cheating. **In class, use of personal computers, notebooks, iPads, or other similar devices is *prohibited*. By prohibited I mean you are not permitted to use them *unless you have prior approval to use devices (approval must come from an official University of California, Davis source)*.**

With respect to students with disabilities, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the Instructor when requesting accommodation. This request must be made well in advance of the exams, as finding appropriate accommodation can be difficult on short notice.

## Course Itinerary

September 26: Preliminaries and course introduction

October 1: "Who" is Latina/o or Latinx? Who are the "Hispanics"? Demographic issues and demographic problems

Readings:

- Flores, Antonio. 2017. "How the U.S. Hispanic population is changing." Pew Research Center Report. 9/18/2017:

<http://pewrsr.ch/2wBy0qS>

- Brown, Anna. 2014. "U.S. Hispanic and Asian populations are growing, but for different reasons." Pew Research Center Report. 6/26/14:

<http://pewrsr.ch/1nKqvSO>

October 3-8: Contact, conquest, and the emergence of "Latin America"

Readings:

- Gonzalez, Chapters 1-3

October 10: *The Harvest of Empire*

View documentary: *The Harvest of Empire*

Readings:

- Gonzalez, Chapters 4-9.

October 15-17: Situating the border: The Mexican War and post-war racialization of Mexican Americans

Readings:

- Treaty of Guadalupe Hidalgo

- David G. Gutiérrez. 2005. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press (chapter 1)

October 22-October 29: The politics and consequences of U.S. immigration policy and the meaning of citizenship, 1882-1965

Readings:

- Natalia Molina. 2010. "'In a Race All Their Own': The Quest to Make Mexicans Ineligible for U.S. Citizenship." *Pacific Historical Review*. 79: 167-201

October 31: Midterm Exam (bring bluebook to exam)

November 5–19: Immigration, pre/post-1965 and the Bracero Program

Readings:

- Kevin Johnson. "The Beginning of the End: The Immigration Act of 1965 and the Emergence of Modern U.S./Mexico Border Enforcement."

November 21: *La Raza y el movimiento*

Readings:

- "Yo Soy Joaquin" by C. Gonzales.

November 26: Latina/o mass mobilization and voting turnout

Readings:

- Voting Rights Act of 1965:

<https://ourdocuments.gov/doc.php?doc=100page=transcript>

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

- Barreto, M.A., T. Reny, and B. Wilcox-Archuleta. 2017. "Survey Methodology and the Latina/o Vote." *Aztlán: A Journal of Chicano Studies*. 42: 209-225.

Dec. 3-5: The rise of the "illegal alien" and post 9/11 border enforcement

Readings:

- Miller, entire book.