

Fighting For Latino Power: In the Courts, on the Ballot, and the Streets

MAS 319

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Office Hours: Tuesdays 2:00pm- 3:00 pm

COURSE DESCRIPTION

In this course, students will learn about issues that affect Latino political representation in the U.S. today. This course will be divided into three aspects that are critical to U.S. political power. Starting with race and the U.S. Census, we will discuss the political implications of being counted. Why does the census matter, and what does it mean for Latino communities? We will explore ethnic and racial classification on the census and how this impacts how minorities are represented in the United States. We will then discuss the impacts of partisanship and polarization on Latino political representation. We will discuss how the census and polarization impact Latino voting rights and how voting rights are impacted by the courts. Finally, we will conclude by examining Latino political representation what it means for Latino communities, and how to get more Latinos involved in the electoral process.

By the end of this course, you should be able to understand how the Census and Voting Rights impact Latinos in the United States. You will better understand what is at stake when presented with challenges to voting rights. You will also learn about Latino representation at the Federal level and why it is important.

COURSE REQUIREMENTS

Three books are required for this course. If you are a MALS major, please see Luis Guevara to receive a copy of your books. Otherwise, you can pick up a copy at the bookstore or online. Feel free to purchase ebooks if that is your preference. Additional readings will be uploaded to the course web page.

Books

Fraga, B. L. (2018). The turnout gap: Race, ethnicity, and political inequality in a diversifying America. Cambridge University Press.

McCarty, N. (2019). Polarization: What everyone needs to know. Oxford University Press.

Omi, M., & Winant, H. (2014). Racial formation in the United States. Routledge.

GRADING

Participation.....	20%
Discussion leading.....	15%
Reading Response 1.....	15%
Reading Response 2.....	15%
Reading Response 3.....	15%
Final	20%

DUE DATES

- Tuesday, October 2nd first reading response
- Thursday, October 28th second reading response
- Tuesday, December 2nd third reading response
- Thursday, December 11th Final project due

READING RESPONSE

Students are expected to finish all assigned readings and be prepared to actively participate in discussion on the day that the reading is assigned. This class will mostly be discussion-based, so it is important that you contribute every week. If you come to class every week but only speak when you are a discussion leader, you will only receive 1/2 of the participation points. In addition to regular participation, students will be asked to co-lead one discussion during class. You can sign up on the google sheet on Canvas.

There will be three in-class reading response assignments throughout the semester, with one final project. Each in-class reading response coincides with the end of a unit. Students will be given a question to answer based on the readings and are expected to write an answer to this question in class by hand. The topic of each reading response will be discussed beforehand. Students are allowed to bring in one page of handwritten notes or quotes from the texts.

FINAL PAPER/PROJECT

Students have the option to write a final paper or conduct a final project. The topic for the final paper will be given later in the semester. This paper should be 5 pages, double-spaced, using APA guidelines, and using a minimum of 5 sources, 2 of which must be scholarly. The alternative project is to create a 3-5 min video explaining some aspect of this class to a general audience.

DISCUSSION LEADER

Everyone will be required to sign up and co-lead a discussion once during the semester, providing a brief overview of the reading, highlighting its key concepts, connecting to the larger theme of the course, and posing discussion questions to the class. While not required, some students may want to create handouts for the class. If you have a handout that you would like to distribute, please email me the night before, and I will make copies for the class. Below are some questions that you can use as a guideline to get you started. The signup link will be available on Canvas.

- What is the reading about? What does the author intend to convey?
- Give a short summary of the reading (about 1/2 a page)
- What is the author's main point?
- How does this connect to other themes we have discussed?
- Do you agree or disagree with the author? Why?
- Is there anything in this reading that was unclear to you?
- Pose some questions that this reading made you think about.

ATTENDANCE POLICY

Seminar attendance is important for receiving participation credit. Excused absences will be granted for medically documented emergencies or illnesses (this requires a doctor's note) or a note from an administrator explaining your extenuating circumstances. Absences are unexcused for all other reasons. Everyone gets **three free unexcused absences**. After your third unexcused absence, each unexcused absence will lower your participation grade by a letter. In addition to being present, it is also important that you are **on time**. Anyone who is more than 10 minutes late will be marked as absent.

RULES AND GUIDELINES

- **Late policy.** If you fail to turn an assignment in on time, you are welcome to submit it after the deadline. However, the assignment will be marked down 5% for each day it is late for the first week. Assignments over a week late can still be submitted, but they will not receive more than 70%.
- **Office Hours.** Office hours will be held in my office **number here** If my office hours do not work for you, please email me and schedule an appointment.
- **Emails.** When emailing me, please include your name and reason for emailing in the subject line of your email. Emails should start with a greeting and my name, have at least one body paragraph, a closing, and your signature. I have included an example below.

subject line: "Collin Allred set up an appointment"

Hi Dr. Gutierrez,

Would it be possible to set up an appointment to discuss the course material? Are you available anytime Tuesday afternoon between 12:00 pm and 2:30 pm?

Thanks,
Collin Allred

I will do my best to respond within 48 hours. However, on the weekend, I may take longer. Please note that emails should not ask for a summary of concepts covered in class or if I could read your paper before you turn it in. I will happily discuss material and ideas with you during office hours.

- **Electronics.** You are welcome to use your laptops in class so long as they do not serve as a distraction. This means **no iChat, Gchat, Twitter, ESPN, etc.** Allowing the use of computers is meant for note taking and to reference previous notes. If it becomes a problem, I will ask you to put your computers away. I also ask that you put your phones away and keep them on silent during class time to minimize disruptions.

ACADEMIC HONESTY

Your work should consist of your own ideas and your own words. Your work should not come from AI text generators. Quotations and ideas that come from other authors must be properly cited. Plagiarism or any other form of academic dishonesty will result in a failing grade and be reported to the Dean.

WRITING CENTER

The University Writing Center is an excellent resource for improving writing skills. They will look at drafts and preliminary outlines or discuss how to get started. You can contact them online at <https://uwc.utexas.edu/>

FINAL REMARKS

I cannot stress enough the importance of communicating with me should problems arise during the semester. It is better to be proactive about situations than wait until it is too late to come up with a solution.

COURSE SCHEDULE

Week 1

- **August 26:** No Reading
- **August 28:** Racial Formation in the U.S. Intro

Week 2

- **September 2:** Racial Formation in the U.S Ch 1
- **September 4:** Racial Formation in the U.S. Ch 2

Week 3

- **September 9:** Racial Formation in the U.S. Ch 3
- **September 11:** Racial Formation in the U.S. Ch 4

Week 4

- **September 16:** Racial Formation in the U.S. Ch 5 & 6
- **September 18:** Racial Formation in the U.S. Ch 7

Week 5

- **September 23:** Racial Formation in the U.S. Ch 8
- **September 25:** Racial Formation in the U.S. Conclusion

Week 6

- **September 30:** Mora, Christina. (2011) Making Hispanics “The Toughest Question”: The US Census Bureau and the Making of Hispanic Data.”

Prewitt, Kenneth. (2016) What is Your Race “The Problem of the Twenty-first century is the problem of the color line as it intersects the nativity line.

- **October 2:** In class reflection paper

Week 7

- **October 7:** Polarization What Everyone Needs to Know 1 & 2
- **October 9:** Polarization What Everyone Needs to Know 3 & 4

Week 8

- **October 14:** Polarization What Everyone Needs to Know 5 & 6
- **October 16:** Polarization What Everyone Needs to Know 7 & 8

Week 9

- **October 21:** Perales, N., Figueroa, L., & Rivas, C. G. (2007). Voting Rights in Texas: 1982-2006. S. Cal. Rev. L. & Soc. Just., 17, 713.

Online readings

***RECOMMENDED BUT NOT REQUIRED** Controversies in Minority Voting: The Voting Rights Act – A Brief History & Section 5 Enforcement by the Department of Justice.

- **October 23:** Jones-Correa, M. (2005). Language provisions under the Voting Rights Act: How effective are they?. Social Science Quarterly, 86(3), 549-564.

Online readings

Week 10

- **October 28:** In class reflection paper
- **October 30:** The Turnout Gap Chapters 1 & 2

Week 11

- **November 4:** The Turnout Gap Chapters 3 & 4
- **November 6:** The Turnout Gap Chapters 5 & 6

Week 12

- **November 11:** The Turnout Gap Chapters 7 & 8
- **November 13:** Fraga, B. L., & Hassell, H. J. (2021). Are minority and women candidates penalized by party politics? Race, gender, and access to party support. *Political Research Quarterly*, 74(3), 540-555.

Ocampo, A. X. (2018). The wielding influence of political networks: representation in majority-Latino districts. *Political Research Quarterly*, 71(1), 184-198.

Week 13

- **November 18:** Angela X. Ocampo & John Ray (2020) Many are called but few are chosen: the emergence of Latino congressional candidates, *Politics, Groups, and Identities*, 8:4, 738-761,

November 20: Abrajano, M. (2010). *Campaigning to the new American electorate: Advertising to Latino voters*. Stanford University Press. Selected Chapters.

Week 14

- **November 25 Thanksgiving break NO CLASS**
- **November 27 Thanksgiving break NO CLASS**

Week 15

- **December 2:** In class reflection paper
- **December 4:**TBD