

Chic/Lat 143

Sp '02

Instructor: Patricia Hamm
Office Hours: 11:00-12:00 W Th and by appt.
Class Schedule MWF 9:00-9:50 a.m., SSL 145

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Mexican-American Politics

Chic/Lat 143, course code 37529
same as Political Science 126A, course code 67200
University of California Irvine
Spring 2002

Course Description. This course provides an overview of and perspective on the involvement of the Mexican-origin community in U.S. politics and, to a lesser extent, Mexico's. This community includes U.S.-born and Mexico-born people. The U.S. Mexican community is becoming a more and more significant player in the political, social, and economic arenas in both countries. This course explores their contemporary status and political situation at the local and national levels, as well as in the less traditional transnational and international arenas. Topics include their diversity, demographics, migration, and experiences with racism/nativism. It introduces theories and examines political participation, representation, empowerment, electoral power, as well as mobilizations on behalf of civil rights and interest group activity concerning U.S.-Mexico relations. Contemporary issues of importance to the American public since the late 1990s, such as the quality of education, U.S. elections in the 2000s, immigration policy reform, NAFTA and the nexus between international trade and domestic jobs will be discussed throughout the course.

Course Objectives. This course has six main objectives. First, students will become familiar with theoretical and analytical approaches to understand various aspects of Mexican-American/immigrant politics at various levels. Second, they will be able to distinguish the diversity, demographics, and political dynamics within the U.S. Mexican community. Third, they will be able to identify the historical root causes of the low socioeconomic and political status of Mexican Americans, and relate them to their present status. Fourth, students will be able to recognize the upward mobility of segments of the population, as well as the contemporary factors that account for the slow socioeconomic and political development of the community as a whole. Fifth, they will be able to compare and contrast the political tools used by Mexican Americans/immigrants to achieve political empowerment and representation. Sixth, this course will enable students to recognize indicators of the community's growing political influence and representation at all levels of government, as well as transnationally and internationally.

Instructor's Philosophy. A main concern of the instructor is to get each student to participate actively in the educational process. The instructor facilitates active and productive learning by: (1) promoting critical, intellectual, and rational thinking among students; (2) engaging them in activities such as individual/team oral presentations and discussions of alternative ideas; (3) asking them to facilitate class discussions; and (4) encouraging them to relate concepts, processes, and information learned in class to current domestic/international events and personal experiences.

Course Requirements. Students are responsible for all assigned readings/handouts and active class involvement in class, discussions, and other in-class activities. Participation in weekly discussions includes coming to class prepared and ready to discuss the substantive issues raised in that week's readings. Attendance is mandatory. Students are required to take a midterm and final exam. Students are also required to facilitate weekly discussions. Occasionally, quizzes may be given. **No activated cell phones or pagers will be allowed in classroom.** Activated cell phones or pagers will be temporarily confiscated at the discretion of the instructor.

Discussion Facilitation.- Over the course of the quarter, groups of several students will lead Friday discussions. Each student will lead twice during the quarter. Before coming to class, student facilitators are responsible for completing the week's readings and preparing a number of questions and comments that they will use to facilitate discussion among classmates. Questions/comments must be based on those aspects of the readings that each one believes are most important/interesting/controversial. Note that students are not being asked to prepare a summary of the readings. Each student must put questions/comments in writing and turn them in to the instructor in class prior to the beginning of discussion. Student facilitators will be evaluated based on the quality of their team work, questions/comments, and facilitating role. Students will **sign up for discussion dates during the first week (April 1-5).**

Midterm and Final Exams.- The midterm consists of several short essay questions. It covers material from weeks 1-5, including lectures, readings, films, discussions, speaker presentations, etc. It will be given in class on Monday, May 6th. The final has a format similar to the midterm, but with more questions, and you will have two hours to answer it. It covers material from weeks 6-10. **Bring large-size bluebooks for midterm/final exams. No beverages, food, candy, gum, cell phones, pagers, or other electronic devices allowed in the classroom during exams.**

Course Grade.- The final course grade is based on the following criteria: midterm 25%; final exam 35%; discussion facilitation 20%; active participation in discussions 10%; and attendance 10%. At the discretion of the instructor, and only under documented special circumstances, will a grade of Incomplete (I) or No Report (NR) be given to a student.

ACADEMIC DISHONESTY will not be tolerated. Plagiarism or any other form of cheating may result in an F in the course and other disciplinary consequences, including such campus wide sanctions as suspension and dismissal. Please refer to the *Schedule of Classes* for a clear understanding of the meaning of, and the penalties for, academic dishonesty. No beverages, food, candy, gum, cell phones, pagers, or other electronic devices allowed in the classroom during exams.

Required Readings: Weekly readings are assigned from a course textbook and reader. The textbook is *Pursuing Power: Latinos and the Political System*, F. Chris Garcia, ed. (1997). Additional readings will be available in a course reader. The reader will be available from Mozena publishing, and may be purchased (cash, check, or credit card) in class during the first and second weeks of classes, or by calling (800) 444-8398. The reader will be available also on e-reserve and at the Main Library reserve desk. Readings in packet are marked with an asterisk. Periodically, other reading materials may be handed out in class or e-mailed. Reading assignments are obligatory, unless marked as optional, and are to be completed prior to the meeting of class.

Course Weekly Schedule and Reading Assignments

Week 1 Introduction

4/1 Identifying the U.S. Mexican-Origin Community: Mexican Americans and Mexican Immigrants.

4/3 Demographics

Garcia, F. Chris. "Introduction" (pp. 1-6) and "Part I. The Setting: Sociodemographic and Attitudinal" (pp. 7-15) in *Pursuing Power*

Skerry, Peter, "E Pluribus Hispanic?" in *Pursuing Power* (pp. 16-30)

Godines, Valerie, "Hispanics merging to the middle: demographics," *Orange County Register*

Optional. Bean, Frank, Stephen J. Trejo, Randy Capps, and Michael Tyler *The Latino Middle Class: Myth, Reality and Potential*

Optional. This website has data/graphs on Mexican immigrants' demographics & place of origin/residence in the U.S: <http://www.sre.gob.mx/comunidades/estadisticas/Default.htm>

4/5 Discussion

Week 2 Political Participation Among Recent Immigrants

4/8 American Politics

Desipio, Louis, "The Engine of Latino Growth : Latin American Immigration and Settlement in the United States," Ch. 12 in *Pursuing Power* (pp. 314-342).

*The Tomas Rivera Center. "Dual Citizenship, Domestic Politics and Naturalization Rates of Latino Immigrants in the U.S. (Jun. 1996, 4 pp.).

Optional. *Pachon, Harry and Louis DeSipio. "Latino Immigrant Political Access, Values, and Participation," (1994, 79-88).

4/10 Mexican Politics, Diaspora Politics, and U.S.-Mexican Relations

*Sierra, Christine Marie, Teresa Carrillo, Louis DeSipio, and Michael Jones-Correa. "Latino Immigration and Citizenship" PS: Political Science & Politics vol. 33, no. 3 (Sept-2000 internet version, 12 pages).

*González Gutiérrez, Carlos, "Fostering Identities: Mexico's Relations with Its Diaspora" (1999, pp. 1-26)

*Fox, Jonathan, "Assessing Binational Civil Society Coalitions: Lessons from the Mexico-US Experience" (2000). **3 pages required, the rest is optional.**

4/12 Discussion

Week 3: Representation and Influence: Congress and Local/State Governments

Guest Lecturer (TBA)

4/15 Mexican-American Politics: Theory and Practice

Garcia, F. Chris, " Part II. Input to the Political System: Participation" in *Pursuing Power* (pp. 31-43)

Garcia, John A. "Political Participation: Resources and Involvement among Latinos in the American Political System" in *Pursuing Power* (Ch. 2, pp. 44-71)

4/17

"Part III. The Conversion Process: Representation and Decision Making:
in *Pursuing Power* (pp. 227-233).

Vigil, Maurilio E. "Hispanics in the 103rd Congress: The 1990 Census, Reapportionment,
Redistricting, and the 1992 Elections" (pp. 234-264) in *Pursuing Power*

Hero, Rodney E. and Caroline J. Tolbert. "Latinos and Substantive Representation in the U.S.
House of Representatives: Direct, Indirect, or Nonexistent?" (pp. 265-278) in *Pursuing Power*

*"NALEO Census Study Shows Latinos Significant in Quarter of Nation's Congressional Districts"
(2001, 1 p.)

*NALEO, "Growing Latino Political Presence Extends Beyond Presidential Election and Into
Congress and State House Contests" (2000, 5 pp.)

Optional. Regalado, Jaime. "The Political Incorporation of LA's Communities of Color," (pp. 169-
189) in *Pursuing Power*

4/19 Discussion

Week 4 Conquest/Migration, Racism/Nativism, and Politics

4/22

**Film: "Immigration: Threatening the Bonds of Our Union, 'Part I Courage
and Capitulation in California'"**

*Horsman, Reginald. "Anglo-Saxons and Mexicans" (1998, pp. 149-151)

*Takaki, Ronald "Occupied Mexico" (1998, pp. 152-157)

*Acuña, Rodolfo. "Greasers Go Home: Mexican Immigration, the 1920s" (1998, pp.
86-91).

*García, Mario T. "Mexican Immigration in U.S.-Mexican History: Myths and Reality"
(1997, pp. 199-213)

*Garcia, Ruben J. "The Racial Politics of Proposition 187" (1998, pp. 118-124)

4/24

Guest Speaker: Prof. Leo Chávez (TBA)

*Chávez, Leo R. and Rebecca G. Martínez, "Mexican Immigration in the 1980s and Beyond:
Implications for Chicanas/os" (1996, pp. 25-51)

Optional. View film "Por la necesidad de trabajar . . . For the need to work." On reserve at the
Multimedia Center, Main Library.

4/26 Discussion

Week 5 Civil Rights Movements and Political Activism in the United States

4/29

Film: "Viva la Causa"

*Acuña, Rodolfo, "Early Chicano Activism: Zoot Suits, Sleepy Lagoon, and the Road to Delano"
(1998, pp. 309-319)

*García, John A. "The Chicano Movement: Its Legacy for Politics and Policy" (1996, pp. 83-107)

Optional. View film "Zoot Suit" (PBS program/video)

5/1

*Armbruster, Ralph, Kim Geron, and Edna Bonacich, "The Assault on California's Latino
Immigrants: The Politics of Proposition 187" (1995, pp. 655-664)

Pardo, Mary. "Mexican-American Women Grassroots Community Activists: 'Mothers of East Los
Angeles'" (pp. 151-168) in *Pursuing Power*

5/3 Discussion

Week 6:

5/6 MIDTERM EXAM

5/8 Issues: Equal Access to Education and Immigrant Integration

Fraga, Luis Ricardo, Kenneth J. Meier, and Robert E. England, "Hispanic Americans and Educational Policy: Limits to Equal Access" (pp. 286-313) in *Pursuing Power*

*The National Council of La Raza. "Moving Toward an Immigrant Integration Agenda" November 2001 (1-7).

Optional. Marquez, Benjamin. "The Industrial Areas Foundation and the Mexican-American Community in Texas: The Politics of Issue Mobilization" (pp. 127-150) in *Pursuing Power*

Optional. Schmidt, Sr., Ronald, "Latinos and Language Policy: The Politics of Culture" (pp. 343-367) in *Pursuing Power*

5/10 Discussion

Week 7 Issue Mobilization and Influence: Jobs, Trade, and U.S.-Mexican Relations

5/13

*Hamm, Patricia. "The Mexican Diaspora Divided Over NAFTA" and "Mexican Side Payments to the Diaspora" (2001).

5/15

*De la Garza, Rodolfo O. "Foreign Policy Comes Home: The Domestic Consequences of the Program for Mexican Communities Living in Foreign Countries" (pp. 69-88).

5/17 Discussion

**Week 8 Immigrant Empowerment, Influence, and Representation:
American and Mexican Arenas**

5/ 20

Guest Speaker: Mr. Carlos Olamendi (TBA)

*Mena, Jenniffer, "Ethnic Influence, by the Numbers," *Los Angeles Times* (Feb. 4, 2002)

* Martínez, Jesús and Raúl Ross, "Suffrage for Mexicans Residing Abroad" (forthcoming 2001, 31 pp.)

5/22

*Zabin, Carol and Luis Escala Rabadán, "Mexican Hometown Associations and Mexican Immigrant Political Empowerment in Los Angeles" (1998, 1-41)

* Garrison, Jessica "Farmer Gives Up Mexican Mayoralty" *Los Angeles Times*, (Jan. 28, 2002)

*Thompson, Ginger, "Top Democrats Politick Through Rural Mexico" *Los Angeles Times* (Nov. 19, 2002)

5/24 Discussion

Week 9 Issue Mobilization and Influence: Immigration Policy Reform, U.S.-Mexico Relations, and the National Security Mentality After September 11

5/27 Memorial Day – no class

5/29

*Sierra, Christine Marie, "In Search of National Power: Chicanos Working the System on Immigration Reform, 1976-1986" (1999, 131-153).

*Hamm, Patricia, "The Mexican Diaspora and U.S.-Mexico Immigration Policy Talks: Ethnic Ties and Domestic Interests as Mobilizing Factors" (2002, e-copy, 30 pp.)

* "AFL-CIO "Delegates Stand Up for Immigrant Workers' Rights" (1 page).

http://www.afcio.org/convention01/updates_1204_8.htm

*Olamendi, Carlos, "Presentation, *Discussion of the Problem*, Summary of the Permanent Regularization Program for Mexican Workers" (2000, 2 pp.).

**"Immigration: Who Goes There?" *The Economist* (Jan. 9, 2002, 2 pp.)

*Elsner, Alan, "Attacks Change U.S. Attitudes to Immigrants" (Dec. 6, 2001, 2 pp.).

Optional extra credit. View Film "In the Shadow of the Law" (1987) on reserve at the Multimedia Center-Main Library (1st. floor)

5/31 Discussion

Week 10: Political Participation: Electoral Politics and Future Perspectives

6/3

Guest Speaker (TBA)

De la Garza, Rodolfo O. and Louis DeSipio. "Save the Baby, Change the Bathwater, and Scrub de Tub: Latino Electoral Participation after Twenty Years of Voting Rights Act Coverage," Ch. 3 (pp. 72-126) in *Pursuing Power*

*Cue, Lourdes, "Election 2000: The Latino Factor" (2001)

6/5 Discussion

"Feedback: Outcomes, Prospects, and Conclusions" (pp. 427-435) in *Pursuing Power*.

Garcia, F. Chris. "Symposium I: Latino Politics in the 1990s, Introductions (pp. 436-441) in *Pursuing Power*.

De la Garza, Rodolfo O. "Latino Politics: A Futuristic View" (pp. 448-456) in *Pursuing Power*.

Schmidt, Ronald J. "Latino Politics in the 1990s: A View from California" (pp. 457-462) in *Pursuing Power*.

Optional. Fraga, Luis. "Self-Determination, Cultural Pluralism, and Politics" (pp. 442-447) in *Pursuing Power*.

6/7 Discussion and Conclusions

Finals Week (Jun 10-14): Final Exam