Course Description
This course examines the process of incorporation of Latinos into the political system of the United States. It analyzes the historical trajectory that established a presence of people from Spanish-speaking countries of North, Central and South America and the Caribbean in the United States and the dynamics that shape their current situation in the social, economic and political spheres in this country. The course will therefore present a historical analysis of empire-building and colonization, revolution and labor migration; discuss the process of political empowerment; analyze the factors that affect political participation; and review the issues that motivate Latino involvement in the political process and have shaped public policy in the United States.

Course Requirements
Academic performance will be measured with two exams, a research paper and class participation. There will be a mid-term take-home exam (25% of final grade), due in class on March 11, and a final exam (35% of final grade), scheduled for finals' week. The final exam will be based on the content of the entire course, including lectures, readings, class discussion and film viewings. Students are expected to research, write and submit a paper (10-15 pages in length) on a subject bearing on the content of the course. The paper (25% of final grade) will be due in class on April 15. Students are to submit for approval and discuss with the instructor a short research proposal (no longer than two pages) by February 25. All students are expected to be active participants in class and are to be prepared to critically engage and discuss assigned readings as scheduled (15% of final grade). Absences and recurring lateness will detract from such participation and will consequently affect the participation grade.

The course is ruled by the regulations of the University as described in: http://www.college.columbia.edu/bulletin/universitypolicies.php#plagiarism

The readings will be available at the Butler Library Reserve desk. Students are highly encouraged to purchase García (2012) as it will serve as the course's primary text. In addition, students may want to consider purchasing Gutiérrez (1995) and Hardy-Fanta (1993) as they will be used extensively.
**Course Outline:**

I. Introduction: 1/23 & 1/28  
Huntington (2004: all); Ennis et al. (2011: all); García (2012: 1-63); González (2000: ix-xx)

II. Incorporation

A. Imperialism: 1/30 & 2/4  

B. Revolution: 2/6 & 2/11  
García (1996:13-80)

C. International Labor Migration: 2/13 & 2/18  

III. Latino Identity(ies) and Community Formation: 2/20 & 2/25  


A. Empowerment 2/27, 3/4 & 3/6  
Chicano! The History of the Mexican American Civil Rights Movement  
Pa’lante, Siempre Pa’lante  
Saving Elián González

B. Micropolitics: 3/25, 3/27, 4/1, 4/3, 4/8 & 4/10  
1. Political Orientations and Attitude  
2. Participation Modes: Electoral and Non-Electoral  
   Bloemraad, Voss and Lee (2011: 3-10 and 18-43; 10-18 in passim); García (2012: 97-139)

C. Gender and Politics: 4/15 & 4/17  
Hardy-Fanta (1993: all), Montoya (2002: 410-429)

V. Public Policy Issues

A. Language and Education: 4/22  

B. Immigration: 4/24  
C. Inter-Ethnic Political Relations: 4/29

D. Federalism (Puerto Rico): 5/1

E. Foreign Policy: 5/6
   De La Garza & Pachón (2000: all)

References:


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U.S. vs. Osceola County, Florida and Donna Bryant (2006). U.S. District Court, Middle District of Florida, Orlando Division. Case No. 6:05-cv-1053-Orl-31DAB.1


**DOCUMENTARY FILMS:**

Chicano! The History of the Mexican American Civil Rights Movement
Pa’lante, Siempre Pa’lante
Saving Elián González