

**Politics 458, Fall 2006**  
**Racism and Latinos in Washington State**

**Professor Paul Apostolidis**  
**Office Hrs: M 11:00-11:50, MW 1:00-2:20, Maxey 116**

## **Introduction**

As a student in this course, you will participate in an unusual kind of learning experience. The course combines critical thinking about contemporary issues of racism with independent research that is meant to inform practical efforts to address these problems. Some aspects of your work in this course will feel very familiar: most Whitman students are pros at gathering around a seminar table for critical discussions of academic texts, and this will be part of the work we do. Other dimensions of the course will probably – hopefully! – pose some new and unanticipated challenges for you.

These challenges arise because a Community-Based Learning (CBL) Project is central to this course. When you do your research, you will be doing it in partnership with professionals and other residents in the local community. The Walla Walla Latino-American Forum has agreed to become our community partner organization for this course, and this will make it possible for you to conduct research on issues of health, education, employment, environmental quality, and political representation for WA Latinos in ways that have a direct bearing on local needs for better information about these matters. The partnership will also make it possible for your research to move along two different but intersecting tracks: information research done through libraries, archives, etc.; and personal interviews of individuals whose experiences can shed special kinds of light on general problems.

Being involved with our Community Partners makes for an atypical set of challenges, compared to most other Whitman courses. It means that you are responsible for the quality of your work not only to yourself and the others in the course, but also to people outside the college who are depending on your work to make a real difference in people's lives. If all goes well, as it should, your research might also have a practical impact on a statewide level. After the semester is over, our hope is that the research you conduct will help energize state policymakers, other public leaders, and ordinary people to devote new time and resources to confronting the institutional sources of racism. In many ways, Washington lags behind other states in making efforts to address social problems in Latino communities through public policy initiatives and political representation reforms. While it is not a course requirement, plans are in the works for students in the course to have the opportunity to travel to Olympia in the wintertime, as the 2006 legislative session gets underway, to present their research results to state leaders.

During the course of this semester, however, our main objective – and our greatest challenge – will be to strive at all times to hold our academic reflections in a kind of creative tension with our independent research. Critical thinking and practical research are equally important components of this course. Sometimes, the requirements of one will seem to conflict with the other – you need to be prepared for that sort of "cognitive dissonance" and not be put off or discouraged by it. The real learning in a course like this will happen when we discover how our practical research and intellectual reflections can mutually inform one another – when the conjunction of these two endeavors gives us intellectual insights we would not have had otherwise, and when it lets us hone our practical agendas in ways that make them more sharply attuned to the complex dynamics of racism.

One other thing: a course like this involves uncommonly difficult logistical challenges. We must coordinate not only our own class discussions and assignments but also meetings with community professionals, library staff, visiting educators, and others – often people whose schedules are very different from those of most Whitman students. That means we all need to maintain an attitude of flexibility, and be prepared to adjust to changes in the schedule when they inevitably become necessary. Trust me: it will be worth the effort!

## Course Requirements

● **Completion of an Independent Research Project on one of the areas listed below** (60% of final course grade; this grade will be a composite of the evaluations for your Preliminary Project Report, Polished Draft, Final Report, Executive Summary, contributions to Partner Meetings and Public Meeting, and Final Briefing).

Your work on this research project will occupy you for the majority of the semester. We will start right in on it next week, do the interviews later this month, discuss preliminary results of your information research continuously as the semester goes on, produce a “polished draft” by the first week of November, and finish the Final Report bringing together each individual research project by Thanksgiving Break. We will call our collective product: ***The “State of the State” for Washington Latinos: 2006.***

Your contribution to the Final Report will not take the typical form of an academic paper. Instead, it will follow the kind of format more common for public policy studies. You’ll get a handout with details about how to organize the various subsections of the Report, but these are the main elements:

1. A general statement of the problem you researched and the kinds of information you were seeking.
2. An explanation of the methods and sources you used to do the research.
3. A presentation of your findings, using a combination of written text in paragraph form and tables, charts, graphs, etc. as necessary.
4. A full transcript of the individual interview you conducted with a local community member about their personal experiences dealing with some of the problems, issues, or challenges you have investigated.
5. Recommendations for action by local professionals in your topic area, as well as policymakers on the state level (e.g., further research of a specific problem, new public service programs, etc.)
6. Full, precise, accurate documentation of all your sources.
7. An accompanying Executive Summary, written together with other students in your project area and meant for public distribution.

Note that item (4.) above mentions an interview that you will conduct with a local community member. This will be a particularly important, and probably rewarding, aspect of the project: inviting someone who has personally experienced some of the issues you will be researching to tell you their stories. My hope is that you’ll find this experience to be a great way of shedding critical light on your information research, drawing your attention to particular themes you might not have thought were so important otherwise. At the same time, your research will likely give you a wider context for understanding this person’s unique story.

Here are the general topics for the projects that we will most likely conduct this semester – some of the details with particular Community/Professional Partners still need to be ironed out. You'll do research on a sub-theme within one of these main areas, and this sub-theme will be something that you develop in dialogue with your Partner. I would like it if each student could end up doing research on the topic s/he most wants to investigate. We'll do that to the greatest extent possible, given that students may have overlapping interests and that we need to cover as many topic areas as possible:

1. K-12 Education
2. Early Childhood Education
3. Adult/Higher Education
4. Gang Prevention and Juvenile Delinquency
5. HIV/AIDS Education and Services
6. Clinic-Based Health Services for the Poor and Undocumented
7. Domestic Violence & Mental Health
8. Employer-Provided Health Insurance
9. Housing, Gentrification, and Poverty
10. Farm Worker Housing
11. Political Representation in Local Government
12. Voter Registration and Education

At the very end of the semester, as your final exercise for the course, you will write a 750-word Final Briefing. In this document, you will reflect on your project and make recommendations for future directions in this area of research. What you write will be assigned reading for future students in this class who will build on the work you have begun. You will finish up this course, then, by helping to educate your successors.

- **Active participation in three evening Community Meetings.** (evaluation included in grade for research project)

We will have two group meetings with our Community Partner organization, the Walla Walla Latino-American Forum, one toward the semester's beginning and one at the end. These meetings will be scheduled on two evenings from 5:00 to 6:30 to accommodate our Partners' work obligations, and there will be food there. I realize that this may pose an inconvenience for some of you who are involved in extra-curricular activities, but there is no other way to do this and so you will have to make adjustments to your schedules on those two days if necessary. Your attendance at these meetings is absolutely required.

Also, we will schedule a Public Meeting open to all members of the College and local communities during the last week of classes in early December. At the Public Meeting, each student will give a brief presentation of the key points from her or his Executive Summary, which we will hand out to those in attendance. You will spend some time prior to the Meeting preparing visual aids and practicing what you will say. We will also try to schedule meetings with state legislators, local officials, and/or media representatives to publicize the results of your research.

In short, the last, key part of this course involves taking what you have learned and educating leaders and the public at large about these issues. Indeed, this work will continue even after the semester is over, as you will have the opportunity, if you wish, to go to Olympia in February to lobby state legislators on bills that relate to your research and to join other advocates for Latino concerns.

● **Three 500-word Critical Reflections, due at regular intervals during the semester prior to Thanksgiving Break.** (total: 20% of final course grade)

One of the most important and effective ways to think through the connections between the academic readings for this course and your independent research is by writing about them. Reflecting systematically about these links in an ongoing, repeated way is therefore a vital element of this course. These assignments will be done in a more traditional academic format: for instance, you'll need to explain selected concepts from the readings; provide standard citations; and construct persuasive arguments about how your practical research has given you insights into scholarly texts, and vice-versa. These are essentially short papers; they are not "journal"-writing exercises.

● **Leadership and active participation in seminar discussions.** (20% of final course grade)

One of the most rewarding aspects of being in a small seminar at the advanced level is that students themselves can take on a lot of the leadership for generating stimulating and energetic class discussions. This element of individual responsibility is something you'll need to keep in mind every time we meet. I want students to be the main drivers of excellent and highly participatory discussions in this course, although I intend to be ready at all times to facilitate that discussion and guide it, when necessary, toward especially provocative and important questions and issues.

Doing your part in a seminar like this obviously presupposes that you will have come to class having finished the assigned readings. If you have not done this, you should not come to class – I'm serious about that.

You will be required to serve as the Resident Expert for two class meetings: one in Part One of the course and one in Part Two. This means that it will be your job to do the following things:

1. Know the assigned texts inside and out, and better than anyone else in the room does – maybe even better than the authors themselves do!
2. Come to class ready to give a five-minute presentation about what you think the questions are that matter most to the authors, and what you think their crucial points are in response to these questions.
3. Also be ready to direct the class's attention to a handful of passages in the text that you think are absolutely vital to understanding what the author is trying to say, and/or that seem to lead to interesting additional questions
4. Also arrive in class having thoroughly considered a variety of possible links between the assigned readings and the Community-Based Learning Project, and ready to suggest those ideas to the others in ways that will provoke discussion and debate.
5. When you do this in Part Two, you will be specially responsible for making these connections to the CBL project by sharing with the rest of the class some key pieces of the research you have in progress.

## Required Texts for You to Buy at the Whitman Bookstore

Pastora San Juan Cafferty & David W. Engstrom, *Hispanics in the United States: An Agenda for the Twenty-First Century* (Transaction 2002)

Marcelo M. Suárez-Orozco and Mariela M. Páez, *Latinos: Remaking America* (University of California Press 2002)

Human Rights Watch, *Blood, Sweat, and Fear: Workers' Rights in U.S. Meat and Poultry Plants* (Human Rights Watch 2005)

Michael Omi & Howard Winant, *Racial Formations in the United States From the 1960s to the 1990s*, Second Edition (Routledge 1994)

Vicki L. Ruiz, *From Out of the Shadows: Mexican Women in Twentieth-Century America* (Oxford 1998)

Note: In addition to these books, a great many of our required readings for this course will either be made available through E-Reserves or sent to you via the course listserv.

## Schedule of Readings, Topics, and Assignments

**\*\*Note:** Every Friday, you will receive a handful of study questions for the following week's readings via the course email listserv. Below, I have included questions for the first several weeks to give you an idea of the kinds of issues we will initially confront – and to show how in every class meeting we will make a determined effort to bridge the ideas in the assigned texts with our work on the Community-Based Learning Project.

### **Part One. Racism and Latinos: Issues of Theory and History**

#### **Tuesday 8/29**

- Receive syllabus
- Discuss the course in overview

#### **Thursday 8/31**

- Readings:
  - Rodolfo Gonzalez, "I am Joaquin" ([http://members.cox.net/mechademoh/I\\_Am\\_Joaquin.html](http://members.cox.net/mechademoh/I_Am_Joaquin.html))
  - Gloria Anzaldúa, "The Homeland, Aztlán/El Otro México" (handout)
- Discuss Gonzalez and Anzaldúa:
  - What do these poetic/literary texts suggest have been the most important historical experiences of Mexican people in the United States?
  - What is "racism," in the eyes of these writers?
  - For G and A, how is race related to class? To gender? To sexuality?
  - How do you fight racism, according to these authors?
  - How might the nature of racism and the strategies for fighting it be different for other "Latino" groups? What does "Latino" mean anyway, and how is being "Latino" different or similar to being "Chicano"?
- Discuss CBL Project
  - How might this research and community work contribute to fighting the kinds of racism identified by Gonzalez and Anzaldúa?
  - What are the limits, or what lies beyond our project, in this regard?

**Week of 9/4: CBL Project Tasks**

- Discuss CBL Project Plan in class on Thursday
- Turn in CBL Project Assignment preference Friday 9/9

**Tuesday 9/5**

- Topic: Critical theories of racism (I)
- Discuss Omi and Winant, 9-50, with reference to Gonzalez and Anzaldúa (Bring those texts)
  - For O&W, what are the key features of the “ethnicity,” “class,” and “nation” approaches to understanding race and racism?
  - What are the problems O&W see with these conventional approaches? What aspects of racism don’t they let us see?
  - How do Anzaldúa and Gonzalez help us understand these problems?
  - Are there any ways in which Gonzalez and Anzaldúa themselves are leaning on one of these approaches to race?
- Discuss CBL project:
  - How do O & W help us understand what challenges we confront when we try to define the group(s) whose experiences of racism we want to research – e.g., “Latinos”?
  - What kinds of research – topics as well as methods – would help respond to these problems, in a project aimed at investigating the social conditions faced by WA state “Latinos”? To what extent does this project seem like it will involve these kinds of research?
- Organize “Resident Expert” assignments.

**Thursday 9/7**

- Topic: Critical theories of racism (II)
- Discuss Omi and Winant, 53-91
  - What is a “racial formation”? What is different about this model for understanding race and racism in comparison to other common approaches?
  - What is “the racial state”? How is it related to racially based social movements?
- Discuss CBL project:
  - What kinds of insights into the contemporary racial state can we gain through this project?
  - What insights of this sort might we miss, and how could we adjust the project to address these problems?
  - Go over Project Plan handout and project topic options.

**Friday 9/8: Turn in preference for CBL Project Assignment.**

### **Week of 9/11: CBL Project Tasks**

- Receive CBL Project Assignment in class on Tuesday 9/12.
- Contact Penrose Library Reference Staff and meet with them about research sources for your individual topic. Allow ½ to one hour for this very important meeting.
- Meet with Community Partners on Thursday 9/14.
- Read any and all Chapters from "The State of the State for Washington Latinos, 2005" that apply to your topic.
- Read the "Final Briefing" on your topic from the Fall 2005 Whitman student who worked in this area.
- Begin conducting your research!

### **Tuesday 9/12**

- **NOTE: Receive CBL Project Assignment at start of class.**
- Topic: Critical theories of racism (III)
- Readings:
  - Immanuel Wallerstein, "The Ideological Tensions of Capitalism: Universalism versus Racism and Sexism"
  - Etienne Balibar, "Racism and Nationalism"
- Discuss Balibar and Wallerstein:
  - How does racism help reinforce and reproduce capitalist social relations, for Wallerstein?
  - How does sexism do this as well?
  - Like O & W, Balibar argues that "there is not merely a *single* invariant racism but a number of *racisms*, forming a broad, open spectrum of situations" (Balibar 40). In what ways does this view of racism parallel O & W's? How is it different from their conception of a "racial formation"?
  - Why, and how, does Balibar think that nationalism is always inherently related to racism?
  - In what ways do B's and W's theories of racism complement, and/or conflict with, each other?
- Discuss CBL project:
  - How might our research reveal the ways anti-Latino racism supports capitalism in the United States?
  - What insights into the relation between "American" nationalism and anti-Latino racism might our project supply?
  - What aspects of the relation between racism and capitalism, and between racism and nationalism, will our project probably miss?
  - How might we adjust the project to address these problems?

### **Thursday 9/14**

- **Meet with community partners, 5:00-6:30 p.m., Maxey 142**
- (NO CLASS AT THE USUAL HOUR)**

- Readings:
  - National Council of La Raza report, "State of Hispanic America: 2004" (download from NCLR website)
  - Whitman College Students, "Executive Summary: The State of the State for Washington Latinos, 2005"
  - Harry C. Boyte and James Farr, "The Work of Citizenship and the Problem of Service Learning" (Packet)
  - Richard Delgado, "Storytelling for Oppositionists and Others" (Packet)

- Discuss readings and the CBL Project:
  - What are the main challenges and problems currently facing Latino communities in the United States?
  - How do the issues highlighted by NCLR relate to social conditions for Latinos in the State of Washington, and here in Walla Walla? What aspects of last year's "State of the State" report really stand out for you?
  - What do Boyte and Farr mean when they talk about "public work"? How is this activity different from other models of citizenship?
  - What would we need to do to make this Partnership function as an experiment in "public work"?
  - What is the political power of storytelling, for Delgado? Why might it be important for students' research projects to include chances to listen to people's stories about their personal experiences with education, health, etc., issues?
- Practical tasks:
  - Break-out sessions: individual meetings between students and community partners to get acquainted, get clear on how this research could be helpful to the community partner, discuss what the student is excited about investigating, and schedule a meeting within the next ten days to do these things:
    - identify prospective people for the student to interview;
    - set timeline and responsibilities for scheduling the interview;
    - determine if translator will be needed;
    - draft the list of interview questions;
    - community partner provides detailed ideas to guide the student's information research

### **Fri. 9/15: turn in Critical Reflection 1 by Noon**

- Topic: What do you anticipate will be the strengths and weaknesses of the CBL Project, as a way of responding to Latinos' experiences of racism? Discuss with reference to Balibar, Wallerstein, or Omi & Winant.

### **Week of 9/18: CBL Project Tasks**

- Individual meetings with Professor by Thurs. 9/21 to discuss your initial progress, the things you learned from your meeting at the Library, and how things are shaping up with your Community Partner. We will construct a Methods Plan together for your project.
- By end of the week, each student must have met with Community Partner to plan interview (see above) and receive guidance for information research.
- After meeting with Community Partner, work on scheduling your interview.
- Continue doing your research!

### **Tuesday 9/19**

- Topic: Race and the history of Mexican immigration (I)
- Readings:
  - Suzanne Oboler, "So Far From God, So Close to the United States': The Roots of Hispanic Homogenization" (Packet)
  - Ruiz, 33-50

### **Thursday 9/21**

- Topic: Race and the history of Mexican immigration (II)
- Readings:
  - Mark Reisler, "Always the Laborer, Never the Citizen: Anglo Perceptions of the Mexican Immigrant during the 1920s" (Packet)
  - Ruiz, 72-98

### **Fri. 9/22: Critical Reflection 2 due**

#### **Week of 9/25: CBL Project Tasks**

- Schedule interview, with help of community partner, if this hasn't already happened. Perform the interview this week or next week.
- Continue doing your research by implementing your Methods Plan
- Prepare Preliminary Research Report for Professor and Class Partner by Fri. 9/29

### **Tuesday 9/26**

- Topic: Mexicans, African-Americans, and the post-war racial state
- Readings:
  - Manuel García y Griego, "The Importation of Mexican Contract Laborers to the United States, 1942-1964" (Packet)
  - Omi & Winant, 95-112

### **Thursday 9/28**

- Topic: The Chicano/a Movement of the 1960s-1970s
- Readings:
  - David G. Gutiérrez, "*Sin Fronteras?*: Chicanos, Mexican Americans, and the Emergence of the Contemporary Mexican Immigration Debate, 1968-1978" (Packet)
  - Ruiz, 99-126

### **Friday 9/29: Preliminary Research Report due to Professor and Class Partner**

#### **Week of 10/2: CBL Project Tasks**

- Provide feedback for your Class Partner on his or her Preliminary Research Report
- Individual meetings with Professor to discuss Preliminary Research Reports, update Methods Plans and set priorities for next steps
- Perform interview, if this hasn't already happened

### **Tuesday 10/3**

- Topic: The conservative reaction to anti-racist activism
- Readings:
  - Omi and Winant, 113-136
  - [additional reading to be determined]

### **Thursday 10/5**

- Topic: Chicano/a and Mexican immigrant activism in the era of reaction
- Readings:
  - Isidro D. Ortiz, "Chicana/o Organizational Politics and Strategies in the Era of Retrenchment"
  - Ruiz, "Claiming Public Space"

## **Part Two. Racism and Latinos: Contemporary Policy Issues**

### **Week of 10/9: CBL Project Tasks**

- Prepare full interview transcript by Fri. 10/13 (English portions only, if you do not speak Spanish; Spanish portions only, if you do); give to Professor and Class Partner
- Continue doing your research!

**Tuesday 10/10:** No class – Fall Break!

### **Thursday 10/12**

- Topic: Workers' Rights and Occupational Safety & Health
- Resident Expert: PA
- Reading: Human Rights Watch, *Blood, Sweat, and Fear*, 1-56, 75-85, 101-117, 126-132
- Sign up for individual meetings with Prof. Apostolidis, 10/16-10/19

### **Friday 10/13: Interview transcript due to Professor and Community Partner**

### **Week of 10/16: CBL Project Tasks**

- Individual meetings with Professor by Thurs. 10/19 to discuss critical insights into your research agenda from the interview, and vice-versa; also to update Methods Plan and prioritize next steps
- Meet with Community Partner to share reflections on the interviews, discuss progress on your information research, and think about connections between the interview and the information research
- Special Lunch Meeting 10/17 with students participating in Alternative Fall Break trip
- Continue doing your research!

### **Tuesday 10/17**

- SPECIAL LUNCH MEETING with students and faculty participating in the Eastern Washington Immigrants Alternative Fall Break trip (lunch provided for all)
- Meet 12:00-1:30, Reid Ballroom B
- Readings:
  - Cafferty & Engstrom, 31-60
  - Jacqueline Hagan and Nestor Rodriguez, "Resurrecting Exclusion: The Effects of 1996 U.S. Immigration Reform on Communities and Families in Texas, El Salvador, and Mexico," 190-201 in Suárez-Orozco & Páez

### **Thursday 10/19**

- Topic: Early Childhood Education

- Resident Experts: Lauren M., Lillian
- Readings:
  - Cafferty & Engstrom, 123-159
  - Barbara Zurer Pearson, "Bilingual Infants: Mapping the Research Agenda," 306-319 in Suárez-Orozco & Pérez
  - [article from Lauren or Lillian]

### **Friday 10/20: Critical Reflection 3 due**

#### **Week of 10/23: CBL Project Tasks**

- Continue doing your research! (Remember: Polished Draft Final Report due Fri. 11/3)

#### **Tuesday 10/24**

- Topic: K-12 Education
- Resident Experts: Caitlin, Liz
- Readings:
  - Luis C. Moll and Richard Ruiz, "The Schooling of Latino Children" (362-371 in Suárez-Orozco & Pérez)
  - Patricia Gándara, "Learning English in California: Guideposts for the Nation" (339-355 in Suárez-Orozco & Pérez)
  - [article from Caitlin or Liz]

#### **Thursday 10/26**

- SPECIAL CLASS MEETING with Prof. Alberto Galindo, Spanish Department, on culture, aesthetics, and the political advancement of Latinos in the US

#### **Week of 10/30: CBL Project Tasks**

- Prepare Polished Draft of Final Report for Fri. 11/3

#### **Tuesday 10/31**

- Topic: Higher/Adult Education
- Resident Experts: Kevin, Sarah
- Readings:
  - Daniel Solórzano, "Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress" (listserv)
  - Julia Menard-Warwick, "'I Always Had the Desire to Progress a Little': Gendered Narratives of Immigrant Language Learners" (listserv)

**Thursday 11/2**

- Topic: Juvenile Delinquency and Domestic Violence
- Resident Experts: Vivi, Libby
- Readings:
  - Thomas L McNulty and Paul E Bellair, "Explaining Racial and Ethnic Differences in Adolescent Violence: Structural Disadvantage, Family Well-Being, and Social Capital" (listserv)
  - Cecilia Menjívar and Olivia Salcido, "Immigrant Women and Domestic Violence: Common Experiences in Different Countries" (listserv)

**Friday 11/3: Polished Draft Final Report due to Professor and Community Partners****Tuesday 11/7**

- Topics: Clinic-Based Health Services for the Poor and Undocumented; HIV/AIDS Education and Services
- Resident Experts: Megan, Matteo
- Readings:
  - David E. Hayes-Bautista, "The Latino Health Research Agenda for the Twenty-first Century" (pp. 215-235 in Suárez-Orozco and Páez)
  - Cafferty & Engstrom, 195-221

**Week of 11/6: CBL Project Tasks**

- individual meetings with Professor to discuss Polished Draft and new research, new writing, and revisions needed for the Final version
- Meet with Community Partner to discuss Polished Draft
- Conduct new research, write new text, and make revisions to draft
- Design text and image layout for Executive Summary

**Tuesday 11/7**

- Topic: Farm Labor Housing: Conditions and Access to Services
- Resident Experts: Lauren C., Griff
- Readings:
  - David Griffith and Ed Kissam, "Characteristics of the Farm Labor Market" (E-reserves)
  - [article from Lauren or Griff]

**Thursday 11/9**

- Topic: Housing and Poverty: The Role of Growers and Community Homeless Services
- Resident Experts: Jesse, Julia
- Readings:
  - Lauren J. Krivo, "Immigrant characteristics and Hispanic-Anglo housing inequality" (listserv)
  - Lucy Delgado and Jonathan Dorwart, "Home buyer program assists Hispanic families in Northern Utah" (listserv)
  - [or articles from Jesse & Julia]

**Week of 11/13: CBL Project Tasks**

- Complete Final Report, final version, for Fri. 11/17; include Executive Summary

### **Tuesday 11/14**

- Topic: Political Representation, Voting Rights, and Voter Mobilization
- Resident Experts: Ian, Anu
- Reading: Cafferty & Engstrom, 317-341
- AFTER CLASS: Trip to Yakima for taping of *KCTS Connects* Town Hall Meeting on immigration

### **Thursday 11/16**

- SPECIAL GUEST Joaquin Avila, Minority Voting Rights Advocate and Assistant Professor, Seattle University Law School
- Topic: "The State of the State" Project and the Agenda for Latino Civil and Political Rights
- Reading: Testimony of Joaquin Avila, U.S. House of Representatives, Committee on the Judiciary, Subcommittee on Civil and Constitutional Rights, June 5, 1981
- Receive assignment for Executive Summary, due Monday after break by 10:00 a.m.
- Receive assignment for Public Meeting Presentation, to be given Monday, Dec. 4, 7:00-8:30 p.m. in Olin 130
- Receive assignment for Remarks to Legislators, for Tuesday, Dec. 5, Noon-1:30 p.m.

**Friday 11/17: Final Report (final version) due – (1) Hard Copy in Prof. Apostolidis's mailbox; (2) Email electronic copies to PA and Kathleen Hutchison at [hutchiks@whitman.edu](mailto:hutchiks@whitman.edu)**

**Tuesday 11/21 and Thursday 11/23:** No class – Thanksgiving Break!

- Assignment over break: write one-page Executive Summary

### **Week of 11/27: CBL Project Tasks**

- Reflect on how to make the results of this project have some political impact, with the help of Community Partners and Guest Educator on policy formation in state government
- Plan and publicize the Public Meeting to be held next week!
- Draft your presentation as part of the Public Meeting's agenda; gather necessary materials and technology for visual aids

**Monday 11/27: Email your Executive Summary to PA and Kathleen Hutchison by 10:00 a.m.**

**Tuesday 11/28: 5:00-6:30 p.m., Baker Faculty Center (NO CLASS at the usual hour)**

- Final meeting and reception with Community Partners:
  - Discuss our research findings and recommendations
  - Plan for our Monday 12/4 evening Public Meeting
  - Reflect on what we've achieved in our community-based learning project

### **Thursday 11/30**

- Rehearse and critique student presentations for Public Meeting

**Week of 12/4: CBL Project Tasks**

- Hold evening Public Meeting open to Campus and Town community; students give brief presentations on their research findings and recommendations, with use of visual aids; Monday, Dec. 4, 7:00-8:30 (arrive at 6:30, schedule until 9:00)
- Meet with WA 16<sup>th</sup> District legislators to educate them about your research
- Meet with Nancy Amidei about public policy formation in state government; opportunity to participate in Legislative Simulation

**Tuesday 12/5**

- Lunch with WA 16<sup>th</sup> District Legislators, Rep. Bill Grant (D) and Rep. Maureen Walsh (R), 12:00-1:30 (NO CLASS at the usual hour)
  - Listen to the legislators' comments on how the policymaking process in Olympia works and what their priorities are
  - Educate them about your research findings and your recommendations, on that basis, for policy innovations to improve Latino political and social conditions in WA

**Thursday 12/7**

- Guest Educator on Washington State government and policy formation: Nancy Amidei, Director, The Civic Engagement Project and Senior Lecturer, University of Washington School of Social Work (open to Community Partners as well)
- Reading: Excerpts from "Policy Watch 2005," by Nancy Amidei
- Receive assignment for Final Briefing, due 12/14
- 5:30-9:00: Tri-College Legislative Simulation Activity, Walla Walla College

**Thursday 12/14: Final Briefing due by 4:00 p.m., hard copy in my mailbox AND electronic copy emailed to me**