

189D PO

Latino Politics

Course Syllabus – Fall 2026

Instructor: Dr. Claudia Alegre (she/her)

Class Meetings: Mondays and Wednesdays, 1:15 pm – 2:30 pm

Classroom: Carnegie Hall 12

Instructor email: claudia.alegre@pomona.edu

Office: Carnegie Hall 09

Office Hours: By Appointment - [Link here](#) and on Canvas

Course Description

This course offers a comprehensive examination of the political development and dynamics of the Latino/a/e community in the United States. We will explore the historical context, identity formation, and political participation of diverse Latino/a/e subgroups. Key topics include the interaction between Latinos and political institutions, parties, voting coalitions, and representation, with a particular focus on Latino involvement in presidential elections from 2008 to 2024.

The course also addresses critical issues shaping Latino political behavior, such as immigration policy, racial discrimination, and voting rights. Additionally, we will analyze the relationships between the Latino/a/e community and other racialized groups, investigating how systemic and institutional barriers affect political participation among marginalized populations.

Learning Outcomes:

By the end of this course, students will be able to:

- Understand the historical and social factors shaping Latino/a/e political identity and participation.
- Analyze the role of Latinos in U.S. political institutions and electoral processes.
- Evaluate the impact of immigration, discrimination, and policy on Latino political behavior.
- Critically assess coalition-building and political relationships between Latino/a/e communities and other racial groups.
- Develop informed perspectives on the challenges and opportunities facing Latino/a/e political mobilization today.

Course Structure

Each class session combines lecture and individual reading assignments. Lectures provide foundational context and enhance your understanding of the week's readings — they do not substitute for completing the assigned texts. The goal is for lectures and readings to complement each other, strengthening your grasp of key theories, concepts, and debates throughout the course.

This course emphasizes discussion as part of every class meeting, not as a separate activity. Each regular session combines lecture with discussion grounded in that day's assigned reading. Four Reading Responses across the semester (see Grading, below) give you a chance to develop a more sustained analysis of the readings than in-class discussion alone allows.

Required Text

Primary Text:

Latino Politics in America: Community, Culture, and Interests. Fourth Edition. John Garcia and Gabriel Sanchez.

Available at the Claremont College Library, both physical and e-book.

Grading

Participation — 10%

Active participation is a key component of the course. Students are expected to contribute to discussion, ask thoughtful questions, and engage with peers' ideas in every class meeting.

Reading Responses — 20%

Students submit **four short Reading Responses across the semester** — one per course unit — **via a shared course document (e.g., a single running Google Doc provided at the start of the semester)**. Each response is 1–1.5 pages, double-spaced, 12-point font, and engages critically with at least two of that unit's assigned readings: put them in conversation with each other, question their arguments or evidence, or connect them to a current event — a summary alone will not earn full credit. Each response is worth 5% of the final grade. Due dates are noted on the course calendar below.

Midterm Research Proposal — 20%

This assignment prepares students for the Final Project by developing a focused research question, conducting a preliminary literature review, and outlining a research plan.

Students submit a 3–4 page written proposal that states their research question and its significance within Latino politics, and summarizes 3–5 scholarly sources with brief annotations describing their relevance.

The proposal should be double-spaced, 12-point font, with proper APA or Chicago citations, and is due Monday, November 9 by 11:59 PM. This assignment scaffolds the Final Project, giving students feedback to refine their topic before the oral presentation and paper.

Final Project — 50%

The capstone assignment is a single, integrated project with two components — a 10–15 minute oral presentation and a 10-page research paper (double-spaced) — on a topic of your choice within Latino politics.

For example: What was the role of gender in Latino voting patterns during the 2020 election? How does identity impact Latino political behavior?

- Oral Presentation (20%): A 10–15 minute presentation of your research question, methodology, key findings, and significance, using a slide deck (Canva, Google Slides, or Microsoft all acceptable).
- Final Paper (30%): A clear, well-supported argument reflecting critical engagement with course material and outside sources.

Timeline: a proposal workshop is held November 4; the proposal is due November 9; final-project drafting begins the week of November 11; a paper workshop/consultation day is held November 30 for feedback on draft excerpts; presentations run December 2, 7, and 9.

Course Expectations

To foster a productive and supportive learning environment, all students are expected to adhere to the following standards throughout the course:

1. Academic Integrity and Honor Code

This course upholds the highest standards of academic honesty. All work submitted must be your own. Plagiarism, cheating, fabrication, or any form of academic dishonesty will not be tolerated and may result in disciplinary action according to university policies. Proper citation of sources is required in all assignments.

2. Attendance and Participation

Class attendance is mandatory. Because discussion is integral to every class meeting, consistent attendance is essential for success. If you must miss a class due to illness or emergency, please notify me in advance when possible and arrange to make up missed work.

3. Late Submission Policy

Timely submission of assignments is essential to maintain fairness and to help you stay on track with the course schedule. All assignments must be submitted by the stated deadline. If you anticipate needing an extension, you must contact me before the deadline to request an accommodation. Late submissions without prior approval will incur a penalty of 10% off the assignment grade per calendar day late. For example, an assignment submitted two days late without permission will lose 20% of the earned points. Assignments submitted more than five days late will not be accepted unless prior arrangements have been made.

4. Respectful Engagement

Our classroom is a space for open, thoughtful, and respectful dialogue. Please listen attentively and engage respectfully with your peers and instructor, even when viewpoints differ. Disrespectful behavior, including interruptions, dismissive remarks, or discriminatory language, will not be tolerated.

5. Preparedness and Professionalism

Come prepared by completing all readings before class. Arrive on time and ready to participate actively. Use electronic devices appropriately and avoid distractions during class.

6. Communication and Emailing

If you have questions or concerns, please first consult the syllabus and course materials. When emailing me, please allow at least 48 hours for a response before sending a follow-up message, as I strive to give thoughtful and thorough replies. You are also encouraged to attend my office hours for more in-depth discussion or assistance. Office hours provide an excellent opportunity to engage directly and clarify any course material or concerns.

By following these expectations, we can maintain a positive, inclusive, and intellectually stimulating environment for everyone!

Student Resources

Pomona College is committed to helping every student succeed and thrive. Below are some of the academic, wellness, and peer-mentoring resources available to you. If you are ever concerned about a fellow student, it's always a good idea to reach out to the Dean of Students Office.

Mental Health and Wellness

Monsour Counseling and Psychological Services (MCAPS) is the mental health resource for the five undergraduate Claremont Colleges, offering confidential, no-cost, in-person counseling to all enrolled undergraduates. TimelyCare also provides 24/7 on-demand medical care and “Talk Now” mental health support. If you need immediate support, you can reach the MCAPS Crisis Line 24/7 at 909-621-8202 (select option 1). See the Wellness Resources page for more.

Writing, Speaking, and Communication Support

The Center for Speaking, Writing, and the Image (CSWIM) offers free, one-on-one consultations with peer CSWIM Partners on writing, speaking, and multimodal communication projects at any stage — from brainstorming to a final draft. Open Sunday–Friday in Smith Campus Center 148. Schedule an appointment at pomona.mywconline.com or email cswim@pomona.edu.

Academic Coaching

The Sage Fellows Program offers peer academic coaches to help you become a more effective and efficient learner — individual coaching, weekly drop-in office hours (no appointment required), and workshops on time management, study strategies, and reading and note-taking skills. Email studentaffairs@pomona.edu to get connected with a Sage Fellow.

Quantitative Skills Center (QSC)

The Quantitative Skills Center provides one-on-one support for courses with a significant quantitative or scientific-reasoning component, as well as general help with quantitative skills. Located in Smith Campus Center 228. Schedule at pomona.mywconline.com or email qsc@pomona.edu.

Accessibility Resources and Services (ARS)

Pomona College is committed to fair and equitable treatment of all students, including access for students with specific needs or disabilities. If you may need academic accommodations, please submit documentation to Accessibility Resources and Services and engage in the interactive accommodations process (disability@pomona.edu). The 7C Student Disability Resource Center (SDRC) offers additional support and assistive technology.

Language Learning and Religious/Spiritual Life

The Foreign Language Resource Center (FLRC) supports language learning, Language Requirement advising, and peer conversation partners (Mason Hall 101; flrc@pomona.edu). The Claremont Colleges Chaplains offer confidential spiritual counseling and support for all faith traditions at the McAlister Center, 919 N. Columbia Ave. (chaplains@claremont.edu).

Additional Support

The 7Cs also offer a range of identity-based resource centers and peer-mentoring programs — including the Asian American Resource Center, Chicano/Latino Student Affairs, the Draper Center for Community Partnerships, DACA/Undocumented Student Resources, the Empower Center, FLI Scholars, International Student Services, the Native American Initiatives Office, the Office of Black Student Affairs, the Queer Resource Center, and the Women's Union, among others. See the full peer-mentoring programs list for details, or reach out to the Dean of Students Office with any concerns.

Health and Safety

- Campus Safety: 909-607-2000 (also Administrator on Call, available at all hours)
 - Student Health Services: 909-621-8222 · After Hours Emergency: 909-607-2000
 - National Suicide & Crisis Lifeline: 988
 - Project Sister Family Services (24/7 Sexual Assault Crisis Hotline): 800-656-4357
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Course Calendar

Audio recordings of lectures are permitted for private use only. You may not distribute lecture recordings to anyone else without authorization. Unauthorized distribution of course recordings is cause for disciplinary action.

Monday, August 31, 2026

Introduction to the Course

Readings

- No readings

Wednesday, September 2, 2026

What Is the Study of Latino Politics?

Readings

- Garcia & Sanchez, Ch. 1, "Introduction to Latino Politics"
- Fraga et al. (2006), "Su Casa Es Nuestra Casa: Latino Politics Research and the Development of American Political Science," American Political Science Review

Wednesday, September 9, 2026

Latino Identity and Community I

Readings

- Garcia & Sanchez, Ch. 3, "Culture and Demographics"
- Bromo, González, Muñoz & Pathakis (2025), "Many of Us Are Not Like the Others: Country of Origin and Latino Voting Behavior in the United States," Journal of Race, Ethnicity, and Politics

Monday, September 14, 2026

Latino Identity and Community II

Readings

- Garcia Bedolla (2003), "The Identity Paradox: Latino Language, Politics and Selective Dissociation"
- Cuevas-Molina (2023), "White Racial Identity, Racial Attitudes, and Latino Partisanship," Journal of Race, Ethnicity, and Politics

Wednesday, September 16, 2026

Complexities of Latino Identity

Readings

- Rumbaut (1994), “The Crucible Within”
- Rumbaut (2009), “Pigments of Our Imagination...”

Monday, September 21, 2026

Identity and Politics

Readings

- Sanchez (2006), “The Role of Group Consciousness in Political Participation Among Latinos”
- Potochnick & Stegmaier (2020), “Latino Political Participation by Citizenship Status and Immigrant Generation”

Wednesday, September 23, 2026

Latino Political Participation I

Readings

- Hero & Campbell (1996), “Understanding Latino Political Participation”

Reading Response 1 due Sunday, September 27 (submit by 11:59 PM)

Monday, September 28, 2026

Latino Political Participation II

Readings

- Garcia & Sanchez, Ch. 6, “Latino Political Participation”
- Valenzuela & Michelson (2016), “Turnout, Status, and Identity: Mobilizing Latinos to Vote with Group Appeals,” American Political Science Review

Wednesday, September 30, 2026

Activism and Engagement

Readings

- Garcia & Sanchez, Ch. 8, “Latino Organizations and Leadership”
- Zepeda-Millán, Ch. 1, “Forging an Immigrant Right’s Movement”

Monday, October 5, 2026

Latino Social Movements I

Readings

- Zepeda-Millán, Ch. 2, “Weapons of the Not So Weak”

Wednesday, October 7, 2026

Latino Social Movements II

Readings

- Zepeda-Millán, Ch. 3, “Promoting Protest through Ethnic Media”
- Gause, Moore & Ostfeld (2023), “Anger, Fear, and the Racialization of News Media Coverage of Protest Activity,” Journal of Race, Ethnicity, and Politics

Monday, October 12, 2026

Partisanship: Foundations and Theories

Readings

- Alvarez & Garcia-Bedolla (2003), “Foundations of Latino Voter Partisanship”

- Pérez, Lee & Luna (2025), “Partisans of Color: Asian American and Latino Party ID in an Era of Racialization and Polarization,” *American Political Science Review*

Wednesday, October 14, 2026

Partisanship: Gender and Ideology

Readings

- Bejarano (2014), “Latino Gender and Generation Gaps in Ideology”
- Hopkins, Kaiser & Pérez (2023), “The Surprising Stability of Asian Americans’ and Latinos’ Partisan Identities in the Early Trump Era,” *The Journal of Politics*

Monday, October 19, 2026

Latinos and Recent Elections

Readings

- Fraga, Velez & West (2025), “Reversion to the Mean, or Their Version of the Dream? Latino Voting in an Age of Populism,” *American Political Science Review*
- Garcia & Sanchez, Ch. 7, “Latinos in the Electoral Arena”

Wednesday, October 21, 2026

Latinos and Recent Elections (cont.)

Readings

- Wakefield, Fraga & Fisk (2025), “Partisan Change with Generational Turnover: Latino Party Identification from 1989 to 2023,” *Journal of Race, Ethnicity, and Politics*

Reading Response 2 due Sunday, October 25 (submit by 11:59 PM)

Monday, October 26, 2026

Politics of Immigration and Policing

Readings

- Zepeda-Millán, Ch. 5, “Suppression of Immigrant Contention”
- Wong, Kang, Valdivia, Espino, Gonzalez & Peralta (2021), “How Interior Immigration Enforcement Affects Trust in Law Enforcement,” *Perspectives on Politics*
- Corral (2024), “The Wall between Latinas and Latinos? Gender and Immigration Enforcement Attitudes among U.S. Latina/o Voters,” *Politics & Gender*

Wednesday, October 28, 2026

Immigration Policy and Political Impacts

Readings

- Mallet-García & Garcia-Bedolla (2021), “Immigration Policy and Belonging”
- Maltby, Rocha, Jones & Vannette (2020), “Demographic Context, Mass Deportation, and Latino Linked Fate,” *Journal of Race, Ethnicity, and Politics*
- Romo Alba, Schachter & Moinester (2025), “Resisting Enforcement: The Civic and Political Mobilization Effects of Encountering the Immigration Enforcement System,” *Sociology of Race and Ethnicity*

Monday, November 2, 2026

Latino Conservatism and the New Right

Readings

- Pérez (2015), “Xenophobic Rhetoric and Its Effects”

- Cadena Jr. (2023), “Latinx Republicans and Assimilated Consciousnesses”
- Solís & Pérez (2026), “Ideological Sorting Helps Explain the Galvanization of Latino Republicans in Contemporary U.S. Politics: Qualitative Evidence from In-Depth Interviews,” Political Research Quarterly

Wednesday, November 4, 2026

Midterm Proposal Workshop

Readings

- *No new readings. Bring your draft research question and working bibliography for peer and instructor feedback.*

Reading Response 3 due Thursday, November 5 (submit by 11:59 PM)

Monday, November 9, 2026

Intergroup Relations and Coalition Building

Readings

- Zepeda-Millán, Ch. 4, “Coalition Building”
- Garcia & Sanchez, Ch. 11, “Building Political Alliances”

Midterm Research Proposal due (submit by 11:59 PM)

Wednesday, November 11, 2026

Representation and Elected Officials

Readings

- Casellas (2009), “Determinants of Latino Representation”
- Wallace (2014), “Descriptive and Substantive Representation in Congress”

Final Project Timeline: begin drafting final paper and oral presentation

Monday, November 16, 2026

Latino Political Leadership and Electoral Strategies

Readings

- Barreto (2007), “¡Sí Se Puede!”
- Ocampo (2018), “Political Networks in Majority-Latino Districts”
- Lajevardi, Mårtensson & Vernby (2026), “Race, Protest, and Political Ambition: Exploring How Age Intersects with Race to Shape Office-Seeking Ambitions,” Journal of Race, Ethnicity, and Politics

Wednesday, November 18, 2026

Intersectionality in Latino Politics

Readings

- Cargile (2019), “Stereotyping Latinas”

Monday, November 23, 2026

New Frontiers in Latino Politics

Readings

- Cortez (2021), “Latinxs in La Migra”
- Garcia & Sanchez, Ch. 12, “The Latino Community”

No class — Thanksgiving Recess (Wednesday, November 25 – Friday, November 27)

Reading Response 4 due Sunday, November 29 (submit by 11:59 PM)

Monday, November 30, 2026

Final Paper Workshop / Consultations

Readings

- *No new readings; bring draft excerpts for feedback.*

Wednesday, December 2, 2026

Final Presentations — Day 1

Readings

- No readings

Monday, December 7, 2026

Final Presentations — Day 2

Readings

- No readings

Wednesday, December 9, 2026

Final Presentations — Day 3

Readings

- No readings