

University of Florida/ Center for Latin American Studies  
LAS 4935/6938 AMH 3931 Seminar in Modern Latin American Studies:

# Latinx Migration, Refugees, & Citizenship in the U.S.

Spring 2024 / Anderson 32 / Mondays 12:50 PM – 3:50 PM

Professor Rafael Ramirez Solórzano

Email: [R.solorzano@ufl.edu](mailto:R.solorzano@ufl.edu)

Office: 360 Grinter Hall

Student Office Hours: Mondays 4:30 PM to 5:30 PM and Wednesdays 1 PM to 2 PM

Student Office Hours Website: <https://proferafa.youcanbook.me>

This course will examine how the law of immigration and citizenship historically, since the first U.S. settlement, included some communities and excluded others through both explicit racial and gender bars and formally neutral requirements. In addition, we will examine nation-state configurations such as statutory structures, judicial genealogies, and the rise of administration enforcement of restrictive immigration policy after World War I. Furthermore, we will review contemporary immigration and citizenship law, and its role in shaping the borders of Latinx communities, here and in the global south. Thus, our focus will be on both the history of immigration and citizenship law, and on contemporary debates in the field such as the instability of communities which have compelled people to move in search of work and survival.

In addition to analyzing excerpts of both cases and the statute that governs immigration and citizenship, the Immigration and Nationality Act (INA), students will read testimonios by undocumented youth, indigenous women migrants, black and queer trans migrants to comprehend a grounded telling across difference and violence that is otherwise silenced within the historical record.

## Objectives

**After completing this course, students will be able to:**

- Identify and explore major historical facets of U.S. immigration law that will provide an introductory knowledge of policies such as admissions, substantive grounds for removal (exclusion, detention and deportation), the treatment of undocumented migrants, asylum and refugee policy, and the law of citizenship.
- Gain a broader understanding of national identity and immigrant communities that have been made through immigration and citizenship law, with the direct experiences and strategies used by Latina/o/x and indigenous communities to challenge restrictive immigration policies.
- Critically examine the historical origins of the “illegal alien” in U.S. law and society and the emergence of illegal immigration as the central problem in U.S. immigration policy.
- Connect and address the social relevance of legal status within Latinx communities for diverse groups within U.S.

## Student Evaluation

Course requirements include a two-page personal immigration history, a midterm, a three-page observation of Immigration Court in Los Angeles, a final project, and participation. Some details about particular assignments:

**20% Participation:** To facilitate student engagement with the readings, students will participate in TEN IIQs (Important, Interesting and Questions) / FlipGrid assignments. Students are responsible to submit thoughtful and reflective IIQs on the week of your choice on Canvas. Graduate Students will be submitting Response Papers. Choose wisely!

**10% Group Facilitation Activity:** For this assignment, you must create an organized 20 – 30 minute facilitation activity that identifies the most important concepts in the readings and develops questions for class discussion.

**15% Personal Migration History (1000 Words)** You will write a personal migration history paper that will be graded on its description of your personal story. Questions that you might answer; Why did you and/or your family come to Los Angeles and/or the United States? What obstacles did you/they face in the U.S. immigration system? How do you/they feel about the U.S. immigration system? What were some of their positive experiences? Negative experiences? Feel free to include personal photos. **DUE WEEK 4**

**25% Midterm:** This in-class, blue book exam will be based upon readings and lectures during the first half of the course and will include short identifications and an essay question. **Held during WEEK 8.**

**30% Final Project:** This is your chance to get creative, expand on course materials and analyze issues in the form of a project. Your final is to build upon the work of the authors we have read to contribute further to the body of evidence of Latina/o/x migration studies. The final will consist of a qualitative research paper that combines a transcribed oral testimonio, archival research, course readings, and secondary literature.

### Grade Points

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59 or below

How to view current grades in a current course on Canvas? <https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-my-grades-in-a-current-course/ta-p/493>

**Grading/Late Assignments/ Grade Disputes:** I truly believe that grades serve the purpose of evaluating student work (your own learning) and also, as a source of motivation. To ensure that I'm grading with accuracy and fairness, students should expect grades and feedback on journal reflections, facilitation activities, and papers within two weeks. Assignments are due on specific due dates. Late assignments will be accepted with a legitimate excuse and with advance notice.

If you wish to dispute a grade, you have *two weeks* to discuss your grade. You may submit to me via email (1) the graded assignment and (2) *a paragraph* (no more than a page)

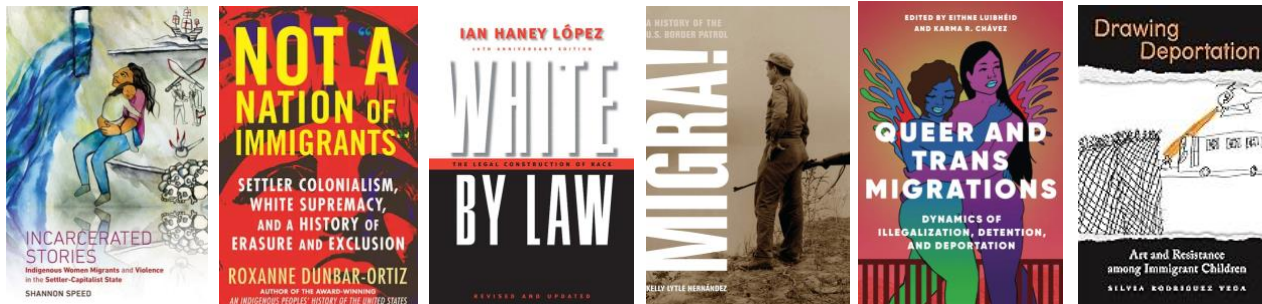
describing the reasons for which you are requesting a change of grade on an assignment. Bear in mind that I have the right to raise or lower the assignment's grades.

**General Assignment Guidelines:** All work must be double-spaced in 12-point Times New Roman font with 1" margins, page numbers inserted, and your name clearly printed on the first page of your paper. Page limits do not include images or the bibliography.

**Assignment Assistance:** I am happy to offer feedback on assignments during office hours, on Wednesdays or by appointment. Need more assistance? Such as with breaking down your reading assignments, dealing with writer's block or understanding the rules for using commas, check out the amazing resources, tools and handouts for students.

## Required Texts

Required readings will be on Canvas and/or will be available online through University of Florida Library.



## COURSE CALENDAR

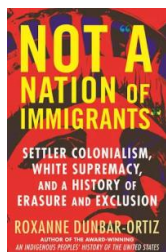
### WEEK 1 – Introductions and Before the Chinese Exclusion Act

**Monday, January 8, 2024**

Required readings for ALL:

1. Review Syllabus, Course Policies and Assignments
2. Victor Romero, 2009. *Everyday Law for Immigrants* – Chapter 1, Overview and History of U.S. Immigration Law, 5 – 23.
3. Gerald R. Neuman, “The Lost Century of American Immigration Law, 1776-1875,” *Columbia Law Review* (1993): 1833-1840.

### WEEK 2 – Settler Colonialism and U.S. Immigration Law

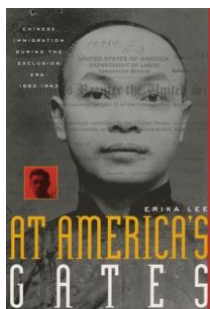


**Monday, January 15, 2024**

Required readings for ALL:

1. Eithne Luibheid and Karma R. Chavez 2020. *Queer and Trans Migrations; Dynamics of Illegalization, Detention, and Deportation* – Chapter 17, “Imperialism, Settler Colonialism, and Indigeneity.”
2. Roxanne Dunbar-Ortiz, *Not A Nation of Immigrants; Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion* – Introduction, Chapter 2 and 3

## WEEK 3 – The Origins of Federal Immigration Law and the Rise of Bans and Exclusion Acts



**Monday, January 22, 2024**

### Required Readings For All:

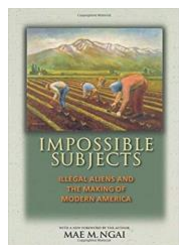
1. Erika Lee, Chapter 1, “The Chinese are Coming. How Can We Stop Them?” and Chapter 2, “The Keepers of the Gate,” in *At America's Gates: Chinese Immigration During the Exclusion*
2. Court Case: Ekiu v. United States (1892)
3. <http://www.ellisland.org/> Take a look under “passenger records” to see what you find.

### Required readings for Graduate Students:

1. Natalia Molina, Chapter 1, “Interlopers in the Land of Sunshine,” and Chapter 2, “Caught between discourses of Disease, Health, and Nation,” in *Fit to be Citizens?: Public Health and Race in Los Angeles, 1879-1939*

### Activities: Student Presentations #1

## WEEK 4 – Introducing Quotas, More Racial Narratives and the Reconstruction of Naturalization



**Monday, January 29, 2024**

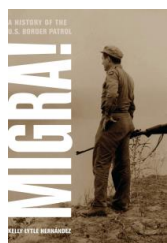
### Required readings for ALL:

1. Mae Ngai, 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America* – Chapter 1, The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law
2. Ian Haney Lopez, “Racial Restrictions in the Law of Citizenship,” “The Prerequisite Cases,” and “Ozawa and Thind,” in *White By Law: the Legal Construction of Race* (2006): 27-34, 35-55, 56 – 77.
1. Ozawa v. United States (1922) (excerpted in Haney Lopez at 176-179).
2. United States v. Thind (1923) (excerpted in Haney Lopez at 179-182).
3. Appendix A: The Racial Prerequisite Cases, in Haney Lopez at 163-167).

### Activities: Student Presentations #2

**15% Personal Migration History Due**

## WEEK 5 – The History of la MIGRA!, Border Patrol, Racial Restrictions and Deportations



**Monday, February 5, 2024**

### Required readings for ALL:

1. Mae Ngai, 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America* – Chapter 2, “Deportation Policy and the Making and Unmaking of Illegal Aliens
2. Kelly Lytle Hernandez, 2010, *MIGRA!: A history of the U.S. Border Patrol* – Chapter 1, “Early Years,” and Chapter 2, “A Sanctuary of Violence.”
3. Brittney Mejia, “Many Latinos answer call of the Border Patrol in the age of Trump,”

March 23<sup>rd</sup> 2018

**Required readings for Graduate Students:**

1. Kelly Lytle Hernandez, 2010, *MIGRA! A history of the U.S. Border Patrol* – Chapter 3, “The CA-AZ Borderlands,” and Chapter 4, “Mexico’s Labor Emigrants, America’s Illegal Immigrants.”

**Activities: Student Presentations #3**

**WEEK 6 – WWII, Bracero Program, and Midterm Prep**

**Monday, February 12, 2024**

**Required readings for ALL:**

1. Mae Ngai, 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America* – Chapter 4, Braceros, ‘Wetbacks,’ and the National Boundaries of Class.”
2. Nicole M. Guidotti-Hernandez, 2021. *Archiving Mexican Masculinities in Diaspora*
3. Look at [www.braceroarchive.org](http://www.braceroarchive.org) . Take a look under “Browse Archive” to see what you find.

**Required readings for Graduate Students:**

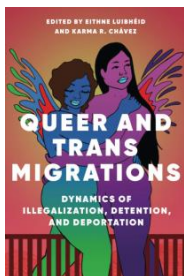
1. Nicole M. Guidotti-Hernandez, 2021. *Archiving Mexican Masculinities in Diaspora*

**Activities: Student Presentations #4**

**WEEK 7 - Queering Migration / Midterm Prep**

**Monday, February 19, 2024 – Review/ Midterm Prep**

**Required readings for ALL:**



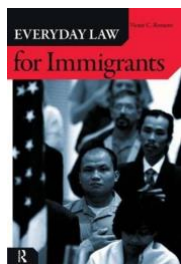
1. Eithne Luibheid and Karma R. Chavez 2020. *Queer and Trans Migrations; Dynamics of Illegalization, Detention, and Deportation* – Chapter 1, “Treated neither with Respect nor with Dignity; Contextualizing Queer and Trans Migrant Illegalization, Detention, and Deportation.” Chapter 4, “Central American Migrants: LGBTI Asylum Cases Seeking Justice and Making History,” by Suyapa Portillo Villeda, and Chapter 16, “The Rhetoric of Family in the U.S. Immigration Movement.”
2. Leisy Abrego and Genevieve Negron-Gonzales, 2020. *We Are Not Dreamers; Undocumented Scholars Theorize Undocumented Life in the United States*, Chapter 9, “Legalization through Marriage; When Love and Papers Converge,” by Lucia Leon
3. Adams v. Howerton (1982).

**Activities: Student Presentations #5**

**Review/ Midterm Prep**



## WEEK 8 – Midterm Exam and Citizenship and Admissions Today



### Monday, February 26, 2024 – Midterm Exam

#### Required readings for ALL:

1. Victor Romero, 2009. *Everyday Law for Immigrants* – Chapter 2, Immigration Law Basics, 25 – 53.
2. “Chain Migration,” Federation for American Immigration Reform, October, 2002; [http://www.fairus.org/site/PageServer?pagename=iic\\_immigrationissuecenters3e2a](http://www.fairus.org/site/PageServer?pagename=iic_immigrationissuecenters3e2a)

### Midterm (1<sup>st</sup> half of class)

## WEEK 9 – Undocumented Lives at the Turn of the 21<sup>st</sup> Century



### Monday, March 4, 2024

#### Required readings for ALL:

1. Cornejo Villavicencio, Karla. *The Undocumented Americans*. First edition. New York: One World, 2020. Chapters – Introduction, Chapter 1 to 4

#### Required readings for Graduate Students:

1. Cornejo Villavicencio, Karla. *The Undocumented Americans*. First edition. New York: One World, 2020. Introduction to Conclusion

### Activities: Student Presentations #6

## WEEK 10 – Introduction to Removal Grounds, War on Terrorism and (Im)migration Control post 9/11

### Monday, March 18, 2024

#### Required readings for ALL:

1. Victor Romero, 2009. *Everyday Law for Immigrants* – Chapter 3, Immigration Procedure Basics
2. Tina Al-Kherson and Azadeh Shahshahani, “From the Chinese Exclusion Act to the Muslim Ban: An Immigration system Built on Systemic Racism,” *Harvard Law & Policy Review*, Pages 131 - 156
3. Tanya Maria Golash Boza, 2012. *Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America*—Chapter 2, The Department of Homeland Security and the Immigration Enforcement Regime of the Twenty-First Century.

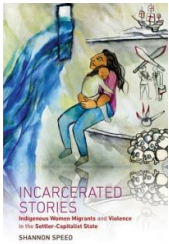
#### Required readings for Graduate Students:

1. Volpp, Leti. “The Citizen and the Terrorist.” *UCLA law review* 49.5 (2002): 1575-1600

### Activities: Student Presentations #7

### Final Paper Assigned

## WEEK 11 - Indigenous Women Migrants and Perilous Passages



**Monday, March 25, 2024**

Required readings for ALL:

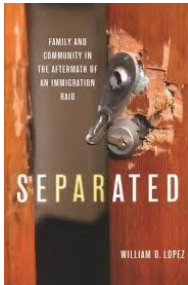
1. Shannon Speed, *Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler-Capitalist State*—Chapter 2 to Chapter 5

Required readings for Graduate Students:

1. Shannon Speed, *Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler-Capitalist State*—Chapter 1 to Conclusion

**Activities: Student Presentations #8**

## WEEK 12 – The Aftermath of An Immigration Raid



**Monday, April 1, 2024**

Required readings for ALL:

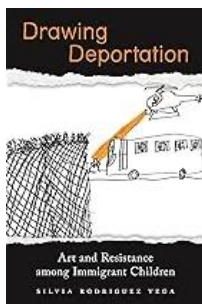
1. William Lopez, 2019. *Separated; Family and Community in the Aftermath of an Immigration Raid*. Chapters – The Raid: Before to The Raid: The Hours and Days after (pages 29 to 122)

Required readings for Graduate Students:

1. William Lopez, 2019. *Separated; Family and Community in the Aftermath of an Immigration Raid*. Chapters – The Raid: Before to The Raid: The Hours and Days after (pages 29 to 122)

**Activities: Student Presentations #9**

## WEEK 13 – Immigrant Children and Drawing Deportation



**Monday, April 8, 2024**

Required readings for ALL:

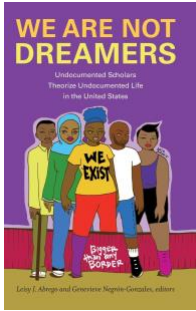
1. Silvia Rodriguez Vega, 2023. *Drawing Deportation: Art and Resistance among Immigrant Children*—Chapter 1, 2 and 3.

Required readings for Graduate Students:

1. Silvia Rodriguez Vega, 2023. *Drawing Deportation: Art and Resistance among Immigrant Children*—Introduction, Chapter 1 to 5.

**Activities: Student Presentations #10**

## WEEK 14 – The Immigrant Rights Movement, Undocumented Youth Activism (2010) and the Making of the DREAM ACT (2012)



**Monday, April 15, 2024**

Required readings for ALL:

1. Walter Nicholls, 2019. *The Immigrant Rights Movement: The Battle over National Citizenship*, Chapter 1
2. Ramirez Solórzano, R. *Notes from the Trail of Dreams: The KKK, face-offs, and radical risk-taking movidas. Latino Studies Journal* 4–27 (2022).
3. Leisy Abrego and Genevieve Negron-Gonzales, 2020. *We Are Not Dreamers; Undocumented Scholars Theorize Undocumented Life in the United States*, Chapter 4, “American’t,” by Gabriela Monico and Chapter 5, “Contesting Citizenship” by Gabriela Garcia Cruz

### WEEK 15 – Sanctuary And Critical Refugee Studies and Final Prep

**Monday, April 22, 2024 Via Zoom**

Required readings for ALL:

1. A. Naomi Paik, 2020. *Bans, Walls, Raids, Sanctuary; Understanding U.S. Immigration for the 21<sup>st</sup> Century*, Chapter 4, “Sanctuary.”
2. The Critical Refugee Studies Collective, 2022. *Departures; An Introduction to Critical Refugee Studied*, Chapter 1 and 2.

**Required readings for Graduate Students:**

1. The Critical Refugee Studies Collective, 2022. *Departures; An Introduction to Critical Refugee Studied*, Introduction to Chapter 2.

**WEEK 16 - NO CLASS- Good Luck on Finals!**

**Final Due April 30<sup>th</sup> 2024 by 11:59 PM**