

University of Florida, Gainesville/Center for Latin American Studies

Latinx Geographies

Undergraduate Course LAS 4935 / 6938
Spring 2026 / Wednesdays 3:00 PM to 6:00 PM

Professor Rafael Ramirez Solórzano

Office Hours: To Be Decided

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Book Me Here: <https://proferafa.youcanbook.me>



Memoria de Nuestra Tierra (2001) by Judy Baca, Located at Denver International Airport

This seminar explores the spatial dimensions of Latinx life through critical geographic and interdisciplinary lenses. Beginning with Gloria Anzaldúa's seminal framing that the U.S.-Mexico borderlands as both a physical and epistemic alternative "third space," we interrogate how colonial and modern geographical constructs—such as borders—have shaped Latinx and Chicanx communities and diasporas. We will examine how Latinx geographies are produced through racialized, gendered, political, ecological, cultural and economic processes, and how these processes are actively negotiated by Latinx people. Key questions include: How do Latinx communities inhabit, produce, and transform space with and beyond U.S. borders? In what ways do practices of place-making and belonging challenge dominant spatial imaginaries? How do migration, settlement, and displacement intersect with race, gender, and coloniality? Students will engage with emerging scholarship on spatial practices of racialization and settlement, and resistance, as well as critical approaches to place-making and community building. Readings will draw from geography but also build greater ties with scholars from Latinx and Ethnic Studies, Latin American Studies, feminist and gender theory, cultural studies and decolonial thought. This interdisciplinary approach will allow us to address gaps in traditional geographic literature and develop frameworks that center Latinx experiences of space and power.

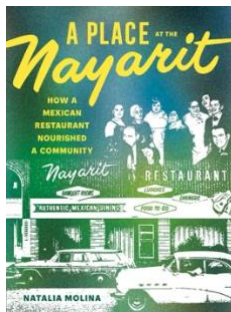
Course Objectives

1. Engage foundational and contemporary theoretical frameworks in Latinx and racial geographies, including concepts such as the politics of place and place-making, settler colonialism, racial formation, mobility and migration.

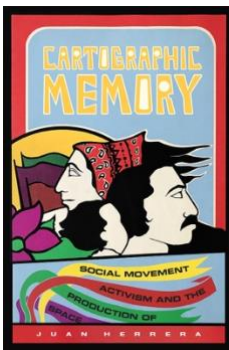
2. Analyze historical and contemporary spatial practices shaping Latinx communities across urban, rural, and transnational contexts, with attention to processes that reveal power relations and structural inequalities, such as land dispossession, urban development and redlining, refugee settlements, and the formation of cultural hubs.
3. Examine the heterogeneity of Latinx identities within the U.S. through an intersectional lens emphasizing how race, citizenship, gender, class, and other axes of difference intersect with the production of space and place.
4. Develop methodological competencies in the use primary sources, including personal testimonios/narratives, government records, cartographic material and visual archives, as critical tools to investigating the spatial dimensions of racialization and Latinx geographies.

Required and Key Texts

The following books will be assigned and other readings will be on Canvas. The majority of books will be available in ebooks through the UF Library. Books are, also, available for purchase at the UF Bookstore.



1. Laura Pulido. 2006. *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. 1st ed. University of California Press
2. Maria Josefina Saldaña-Portillo. 2016. *Indian Given: Racial Geographies across Mexico and the United States*. Durham: Duke University Press
3. Wendy Cheng. 2013. *The Changs next Door to the Díazes : Remapping Race in Suburban California*. Minneapolis: University of Minnesota Press.
4. Natalia Molina. 2022. *A Place at the Nayarit : How a Mexican Restaurant Nourished a Community*. Oakland, California: University of California Press.
5. Herrera, Juan. 2022. *Cartographic Memory: Social Movement Activism and the Production of Space*. Durham: Duke University Press.
6. Perla Guerrero. 2017. *Nuevo South: Latinas/Os, Asians, and the Remaking of Place*. First edition. Austin: University of Texas Press.
7. Maylei Blackwell. 2023. *Scales of Resistance: Indigenous Women's Transborder Activism*. Philadelphia: Duke University Press



Student Evaluation

20 Points/Class Engagement: To facilitate student engagement with the readings students will participate in Ten IIQs (Important, Interesting, and Questions) assignments. Students are responsible for submitting thoughtful and reflective IIQ responses on the week of their choice on Canvas (choose wisely).

10 Points/Facilitation Activity: Beginning Week 3, students will organize and present a facilitation activity that covers weekly terminology, concepts, and theories from the readings.

10 Points/Space, Place, and Race Personal Essay: This reflective essay will examine the relationship between your personal history, place, and space. Drawing from your own experiences, you will explore how your background, interactions with institutions, and participation in various communities have influenced your understanding of personal, social, and political relations. **It will be due at the end of WEEK 4**

20 Points/Midterm I: This exam will be based on readings and lectures during the first six weeks of the course and will include an essay question covering foundational texts in the field of geography and racial formation theories through a spatial lens. The exam will assess students' ability to discuss their social relevance to present-day politics and lived experiences. **It will be due at the end of WEEK 7**

40 Points/Final: Your final paper will build upon the authors and theories studied in this course to further develop the theory, methods, and practice of Latinx and Racial Geographies. This assignment requires you to produce a study that examines a Latinx community, region, or place, physical or virtual — emphasizing how community members inhabit, produce, and transform these spaces. You will select one community and analyze its spatial history in relation to other groups, focusing on how these relationships have shaped over time. Alternatively, you may choose to submit a section of your thesis as your final paper. Acceptable sections include a literature review, theoretical framework, or findings chapter. In all cases, your paper must engage and integrate the theoretical frameworks and methodologies discussed in class.

COURSE CALENDAR

WEEK 1 – Introduction to Latinx Geographies and Notes from the Field

Wednesday, January 14, 2026

Syllabus Overview and Introduction

Required Readings for All Students:

1. Pulido, Laura. 2002. "Reflections on a White Discipline." *The Professional Geographer* 54 (1): 42–49.
2. Bruno, T., & Faiver-Serna, C. (2021). More Reflections on a White Discipline. *The Professional Geographer*, 74(1), 156–161.
3. Lorena Munnoz and Megan Ybarra (2019). Introduction to Latinx Geographies, *Society and Space Journal: Essays and Features*, <https://www.societyandspace.org/forums/latinx-geographies>

WEEK 2 – Key Theoretical Frameworks in Critical Geography

Wednesday, January 21, 2026

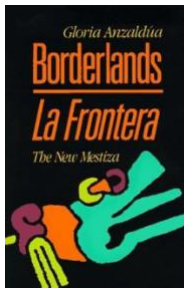
Required Readings:

1. Lefebvre, Henri. *The Production of Space*. Translated by Donald Nicholson-Smith. Blackwell, 1991.—Chapters 1 and 2
2. Soja, Edward W. “The Socio-Spatial Dialectic.” *Annals of the Association of American Geographers* 70, no. 2 (1980): 207–25. <http://www.jstor.org/stable/2562950>.

WEEK 3 – Key Theoretical Frameworks in Racial and Latinx Geographies

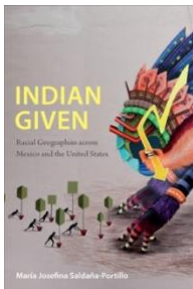
Wednesday, January 28, 2026

Required Readings for all students:



1. Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 1987. Chapter 1 – 3
2. Woods, Clyde Adrian, and Ruth Wilson Gilmore. 2017. *Development Arrested: The Blues and Plantation Power in the Mississippi Delta*. Paperback edition. London: Verso, Chapter 1-5, 10

WEEK 4 – Settler Colonialism and Racial Geographies across Mexico and the U.S.

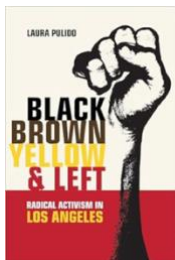


Wednesday, February 4, 2026

Required Reading for all Students:

1. Saldaña-Portillo, María Josefina. 2016. *Indian Given: Racial Geographies across Mexico and the United States*. Durham: Duke University Press. CHAPTERS TO BE DECIDED
2. Laura Pulido. 2018. Geographies of race and ethnicity III: Settler colonialism and nonnative people of color. *Progress in Human Geography* 42:309-318

WEEK 5 – Regional Racialization and Coalition Building

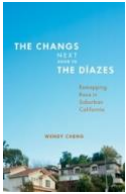


Wednesday, February 11, 2026

Required Readings for All Students:

1. Laura Pulido. *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. 1st ed. University of California Press, 2006. Chapters 1 -3
2. Gilmore, R. W. (2002). Fatal Couplings of Power and Difference: Notes on Racism and Geography. *The Professional Geographer*, 54(1), 15–24. <https://doi.org/10.1111/0033-0124.00310>

WEEK 6 – Relational Racialization in suburban and urban development



Wednesday, February 18, 2026

Required Readings for All Students:

1. Cheng, Wendy. 2013. *The Changs next Door to the Díazes : Remapping Race in Suburban California*. Minneapolis: University of Minnesota Press.

CHAPTERS TO BE DECIDED

2. Pulido, L. (2000), Rethinking Environmental Racism: White Privilege and Urban Development in Southern California. *Annals of the Association of American Geographers*, 90: 12-40.

WEEK 7 – From Displacement to Spatial Justice in a Latinx City – and **MIDTERM**



Wednesday, February 25, 2026

Required Reading for All Students:

1. Carolina Sarmiento. (2020). From Jails to Sanctuary Planning: Spatial Justice in Santa Ana, California. *Journal of Planning Education and Research*, 40(2), 196-209.

2. Revel Sims & Carolina Sarmiento (2023). Squeezed in and pushed out: dual and contradictory displacements in Santa Ana, CA. *City*, 27(3-4), 294-320.

3. Carolina Sarmiento (2024). Distinction, difference, and the place (s) of Latine working-class immigrants in the creative city. *Urban Geography*, 46(1), 1-20. <https://doi.org/10.1080/02723638.2024.2352309>

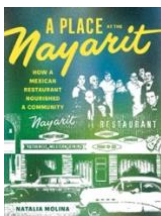
WEEK 8 – The Power of Place and Place-makers Part I

Wednesday, March 4, 2026

Required Reading for All Students:

1. Dolores Hayden. 1996. *The Power of Place: Urban Landscapes as Public History*. MIT Press. CHAPTERS TO BE DECIDED
2. Natalia Molina; The Importance of Place and Place-Makers in the Life of a Los Angeles Community: What Gentrification Erases from Echo Park. *Southern California Quarterly* 1 February 2015; 97 (1): 69–111.

WEEK 9 – The Politics of Place and Place-makers Part II



Wednesday, March 11, 2026

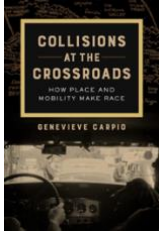
Required Reading for All Students:

1. Molina, Natalia. 2022. *A Place at the Nayarit : How a Mexican Restaurant Nourished a Community*. Oakland, California: University of California Press.

CHAPTERS TO BE DECIDED

SPRING BREAK – WEEK OF MARCH 16TH

WEEK 10 – Maps, Mobility and Migration

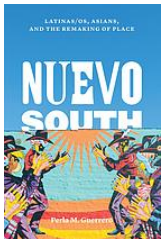


Wednesday, March 25 , 2026

Required Reading For ALL Students:

1. Carpio, Genevieve. 2019. *Collisions at the Crossroads: How Place and Mobility Make Race*. Oakland, California: University of California Press. CHAPTERS TO BE DECIDED

WEEK 11 – Mobility, Migration, and the U.S. Global South

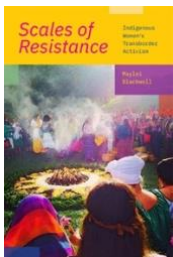


Wednesday, April 1, 2026

Required Reading For ALL Students:

1. Guerrero, Perla M. 2017. *Nuevo South : Latinas/Os, Asians, and the Remaking of Place*. First edition. Austin: University of Texas Press. CHAPTERS TO BE DECIDED
2. Rafael Solórzano. 2021. “Notes from the Trail: The KKK, Face-offs, and Radical Risk-Taking Movidas.” *Latino Studies Journal*

WEEK 12- Politics of Scale and Indigenous Women Social Movement Activism

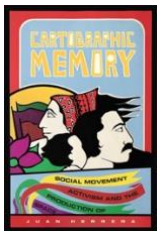


Wednesday, April 8, 2026

Required Reading For ALL Students:

1. Neil Smith. 1992. Contours of spatialized politics: Homeless vehicles and the production of geographical scale. *Social Text* 33: 55-81
2. Blackwell, Maylei. 2023. *Scales of Resistance : Indigenous Women's Transborder Activism*. Philadelphia: Duke University Press. CHAPTERS TO BE DECIDED

WEEK 13 - Production of Space and Chicanx Social Movement Activism



Wednesday, April 15, 2026

Required Reading For ALL Students:

1. Herrera, Juan. 2022. *Cartographic Memory : Social Movement Activism and the Production of Space*. Durham: Duke University Press. CHAPTERS TO BE DECIDED

WEEK 14 – Semester in Review and Class Presentations

Wednesday, April. 22nd, 2026

Required Reading For ALL Students:

1. Muñoz L and Ybarra M. (2024) Latinx geographies. In: Chen G and Eaves L (eds) How to Foster Diversity, Equity, Inclusion, and Justice in Geography. Northampton, MA: Edward Elgar, 74-81.
2. Megan Ybarra (2019). On Becoming a Latinx Geographies Killjoy, *Society and Space Journal: Essays and Features*, <https://www.societyandspace.org/forums/latinx-geographies>
3. Cahuas, M. C. (2022). Building a Holistic Intersectional Feminist Praxis in Geography: Lessons from Community. *The Professional Geographer*, 75(4), 648–654.
<https://doi.org/10.1080/00330124.2022.2061536>

WEEK 15 NO CLASS - Good Luck on Finals!
Research Papers Due TO BE DECIDED