

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.

Fall 2025 / Anderson 0034
Tuesdays 11:45 am - 1:40 pm &
Thursdays 12:50 pm – 1:40 pm

Professor Rafael Ramirez Solórzano

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Student Office Hours: Tuesdays 2:00 PM to 4:00 PM and Wednesdays 12 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-based barriers as well as seemingly neutral requirements. The course will also analyze the development of nation-state configurations, such as statutory structures, judicial precedents, and the rise of administrative enforcement of restrictive immigration policies after World War I. Furthermore, together we will review contemporary immigration and citizenship laws and their role in shaping the borders and experiences of Latinx communities, both within the United States and in the broader global context. The course will focus on the historical evolution of immigration and citizenship laws, as well as on current debates in the field, including the instability of communities that has compelled people to move in search of work and survival.

This class is a mixture of many things: part lecture, part writing forum, part seminar, part virtual field trip, part creative laboratory, and part analyzing scholarly texts, alongside important and informative sources such as visual art, films and oral histories. 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 and oral histories 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.

Lastly, in order to be informed for discussions on current events that will at times kick off the beginning of class, students should be paying attention to mass media (news media preferred). As the class focus is immigration and citizenship policy, students should review media that include National, State and Local slants such as New York Times, Washington Post, Tampa Bay times, Miami Herald and/or the Alligator. I encourage everyone to read foreign papers (they can be English language publications or in other languages) for discussion on immigration, asylum, and or migrant rights discussions.

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.

Indigenous Land Acknowledgment

I acknowledge and honorably recognize that this course was developed and will be conducted on the ancestral homelands of the Timucua, those who walked Gainesville before us, and continue to walk here. I recognize that every member of the UofF community has, and continues to benefit from the use and occupation of this land. By offering this land acknowledgement, I affirm indigenous sovereignty and their epistemologies.

Student Evaluation

Course requirements include a two-page personal immigration history, a midterm, 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) (200 word minimum) / Padlet 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 (3 pages /750 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 3

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 ? TBA.

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.

UF Guidelines on Attendance: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Grade	Points	B-	D+	67-69
A	93-100	80-82	D	63-66
A-	90-92	C+	D-	60-62
B+	87-89	C	F	59 or below
B	83-86	C-		

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 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. I highly recommend you visit UF's university writing center - <https://writing.ufl.edu/writing-studio/>

AI and Plagiarism Policies

Students are permitted to use of Artificial Intelligence (AI) tools for certain purposes, as long as they are cited properly. I believe that students should utilize all available resources to produce high-quality work. However, it is crucial to understand the limitations and potential pitfalls of relying on AI-generated content.

Permitted Use of AI:

1. **Brainstorming and Outlining:** Students may use AI tools to generate ideas, outlines, and structure for assignments. This can help stimulate creativity and provide a starting point for their research.
2. **Standard word processing tools** like basic spellcheck and grammar suggestions (e.g. the built in functions of Microsoft Word or Google Docs).
3. **Citation and Reference:** When using AI-generated content, students must properly cite the tool in their paper or include it in the footnote, following the American Psychological Association (APA) style guidelines.

APA Citation Example for Generative AI:

"The outline for this paper was generated using AI Writer (2023).

Prohibited Use of AI:

1. **Writing and Content Generation:** Students are not permitted to use AI tools to write or generate content for their weekly responses, essay assignments or final projects. This includes, but is not limited to, using AI to:
 - Write entire paragraphs or sections
 - Summarize or paraphrase content
 - Rewrite sentences or paragraphs
 - Generate conclusions or recommendations
3. **Research on Key Concepts:** Students are not permitted to use AI tools to research or understand key concepts, theories, or ideas we have covered in the course. You are encouraged to use lectures, readings, and documentaries as sources. Examples of prohibited uses of AI include, but not limited to:
 - Using AI to explain Latinx Immigration and Citizenship concepts and laws.
4. **Fact-Checking and Verification:** AI-generated content is not always accurate. Students must verify information from AI tools and outside resources to ensure that their paper is based on credible and reliable sources.

AI Data Centers and Use of Water Data: <https://andthewest.stanford.edu/2025/thirsty-for-power-and-water-ai-crunching-data-centers-sprout-across-the-west/>

Plagiarism: You are expected to write your own work for this course. Proper citation of other people's work is required. For this course, you will be using Chicago, APA, or MLA for your in-text citations and works cited page. Plagiarism or "Cheating" will not be tolerated and will be investigated. Per Dean of Students, UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required

or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that violate this code and the possible sanctions. Click here to read the Conduct Code <https://sccr.dso.ufl.edu/process/student-conduct-code/> If you have any questions or concerns, please feel free to consult with me.

Course Policies



Emails: You are required to use email (Canvas Inbox) for this class. I will send announcements via Canvas of your Uoff account. You are responsible for checking it frequently. If you send me an email, expect a response from me within 48 hours. It is important that you practice “netiquette” when contacting me. Remember to please review the syllabi before you email me with a question.

Interested in Specializing in Latinx Studies: Choosing a specialization is not the same as choosing a career. Instead, choosing a specialization allows you to pursue your intellectual interest and develop skills that are transferable to a variety of careers. If you are interested in specializing in Latinx Studies at the Center for Latin American Studies or applying it to your – Let’s Talk!

Minimum Technology Requirements: You are welcome to use a desktop/laptop, or mobile device (smartphone/ tablet) for this class. Access to a 2-3 year old computer would be best for installing necessary software for the course. An updated internet browser such as Google Chrome or Mozilla Firefox and the latest version of Adobe Acrobat Reader would be useful. And, most importantly a stable high-speed internet connection to access Canvas is needed to have a successful course. Please visit <https://helpdesk.ufl.edu/> for any questions concerning technology and remote learning support services such as network access, hardware, software, training, and tutorials.

For 24-hour one-on-one technical assistance, visit ITS Helpdesk Information: <https://helpdesk.ufl.edu/>

Commitment to Parenting Students: Together we will work to create a welcoming environment that is respectful of parenting status. For older children and babies, I understand that unforeseen disruptions in childcare often put parenting students in the position of having to choose between missing class or leaving a child with someone they are not comfortable with. Occasionally bringing a child to class to cover gaps in care is acceptable. All breastfeeding babies are welcome in class. While I maintain the same high expectations for all students in my classes regardless of parenting status, if you share your parenting status with me, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Accommodations: If you prefer a different name or gender pronoun than what is listed on your records, please let me know. Also, if you need any accommodation for disability, illness, or other reasons please see the instructor so we can create an accommodating plan for success. Reasonable accommodation will be provided to any student who is registered with the Disability Resource Center and requests needed accommodation (American with Disabilities Act (ADA)) <https://disability.ufl.edu/> Once registered,

students will receive an accommodation letter. Students with disabilities should follow this procedure as early as possible in the semester. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Students may access information about various resources on the

Sexual harassment of any kind will not be tolerated in this course: UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment: <https://policy.ufl.edu/regulation/4-040/>

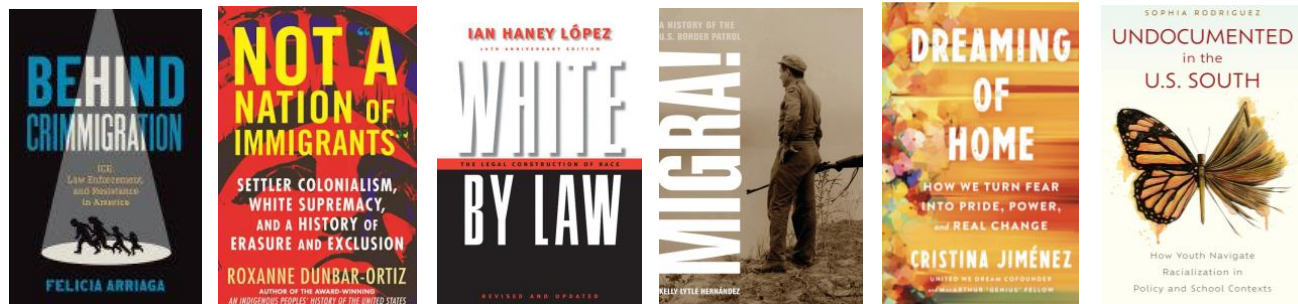
Title IX Compliance Statement. Gender and sexual-based discrimination and violence are antithetical to the university's mission and values, violate university policies, and may also violate federal and state law. The Office for Title IX Compliance and Ethics is here for anyone who has been affected by gender-based discrimination and violence. If you or someone you know has experienced gender-based discrimination or violence, please contact the Office to get support and information about your rights and reporting options. You can learn more about university protections, supportive resources, response processes, and prevention efforts by visiting www.titleix.ufl.edu The University Title IX Coordinator is responsible for providing support to anyone affected by gender-based discrimination or violence. If you would like to report gender-based discrimination or violence affecting our community, you can submit a report using the online portal: https://cm.maxient.com/reportingform.php?UnivofFlorida&layout_id=20

Video or Audio Recording of Class Lectures. Students may record video or audio of class lectures for their own personal educational use, in connection with a complaint to the University, or as evidence in, or in preparation for, a criminal or civil proceeding. A "class lecture" is an educational presentation delivered by faculty (including any individual hired or appointed by the University to conduct classroom, teaching activities) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Students may not publish recorded lectures without the written consent of the faculty or guests. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered to be published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Photos from an Oral History Project in Georgia. Documenting organizational founders of Georgia Latinos Alliance for Human Rights. Founded in 1999.

Required Texts

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



FALL SEMESTER 2025 COURSE CALENDAR

WEEK 1 – Course Orientation, Introductions and Convivencia

Thursday, August 21, 2025

Required readings for ALL:

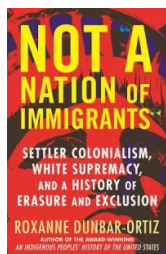
1. Review Canvas Orientation Module, Syllabus, Course Policies and Assignments

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

Tuesday, August 26, 2025

Required readings for ALL:

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



Thursday, August 28, 2025

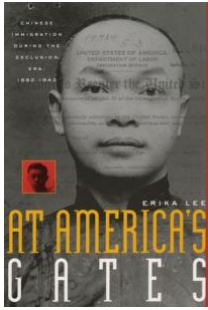
Required readings for ALL:

1. Roxanne Dunbar-Ortiz, *Not A Nation of Immigrants; Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion* – Introduction and Chapter 2

Required readings for Graduate Students:

2. Eithne Luibheid and Karma R. Chavez 2020. *Queer and Trans Migrations; Dynamics of Illegalization, Detention, and Deportation* – Chapter 17, “Imperialism, Settler Colonialism, and Indigeneity.”

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



Tuesday, September 2, 2025

Required Readings For All:

1. Erika Lee, Chapter 1, “The Chinese are Coming. How Can We Stop Them?” in *At America's Gates: Chinese Immigration During the Exclusion*

Thursday, September 4, 2025

Required Readings For All:

1. Erika Lee, 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.ellisisland.org/> Take a look under “passenger records” to see what you find.

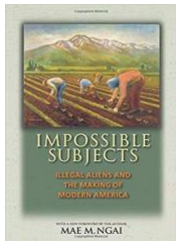
Required readings for Graduate Students:

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

15% Personal Migration History Due

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



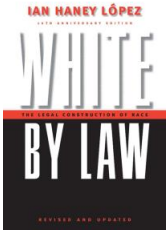
Tuesday, September 9th 2025

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

Thursday, September 11th 2025

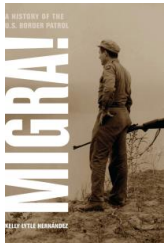
Required readings for ALL:



1. 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.
2. *Ozawa v. United States* (1922) (excerpted in Haney Lopez at 176-179).
3. *United States v. Thind* (1923) (excerpted in Haney Lopez at 179-182).
4. Appendix A: The Racial Prerequisite Cases, in Haney Lopez at 163-167).

Activities: Student Presentations #2

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



Tuesday, September 16TH 2025

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

Thursday, September 18TH, 2025

Required readings for ALL:

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. Brittny Mejia, “Many Latinos answer call of the Border Patrol in the age of Trump,” March 23rd 2018 <https://www.latimes.com/local/lanow/la-me-ln-citizens-academy-20180323-htmlstory.html>

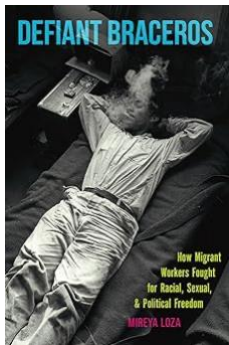
Required readings for Graduate Students:

1. Irene Vega, 2025, Bordering on Indifference: Immigration Agents Negotiating Race and Morality – Chapter 1 and 2

Activities: Student Presentations #3

WEEK 6 – WWII, Bracero Program, and Midterm Prep

Tuesday, September 23RD 2025



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. Look at www.braceroarchive.org . Take a look under “Browse Archive” to see what you find.

Thursday, September 25TH 2025 Review/ Midterm Prep

Required readings for ALL:

1. Mireya Loza, 2016. Defiant Braceros; How Migrant Workers Fought for Racial, Sexual and Political Freedom – Chapter 1, Yo Era Indigena

Required readings for Graduate Students:

1. Mireya Loza, 2016. Defiant Braceros; How Migrant Workers Fought for Racial, Sexual and Political Freedom – Chapter 2, In the Camp’s Shadows

Activities: Student Presentations #4

WEEK 7 - Midterm and Undocumented Lives at the Turn of the 21st Century

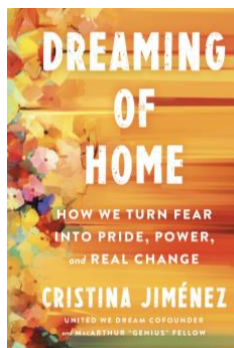
Tuesday, September 30th 2025 – Midterm

Thursday, October 2nd 2025 –

Required readings for ALL:

1. Cristina Jiménez, 2025. Dreaming of Home: How We Turn Fear into Pride, Power, and Real Change – Part I

WEEK 8 – Undocumented Lives at the Turn of the 21st Century



Tuesday, October 7th 2025

Required readings for ALL:

1. Cristina Jiménez, 2025. Dreaming of Home: How We Turn Fear into Pride, Power, and Real Change – Part II

Thursday, October 9th 2025

Required readings for ALL:

2. Cristina Jiménez, 2025. Dreaming of Home: How We Turn Fear into Pride, Power, and Real Change – Part III

Activities: Student Presentations #5

WEEK 9 – Introduction to Admissions, Citizenship, and Removal Grounds Today

Tuesday, October 14th 2025

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

Tuesday, October 16th 2025

Required readings for ALL:

1. Victor Romero, 2009. Everyday Law for Immigrants – Chapter 3, Immigration Procedure Basics
2. Review - <https://www.cato.org/sites/cato.org/files/2023-03/2023-bier-immigration-figure-4-expand-4.png>

Activities: Student Presentations #6

WEEK 10 – War on Terrorism and (Im)migration Control post-September 11th 2001

Tuesday, October 21st 2025

Required readings for ALL:

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

Thursday, October 23rd 2025

Required readings for ALL:

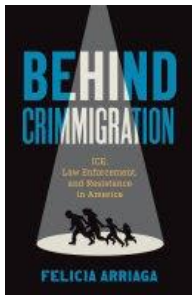
1. Tanya Maria Golash Boza, 2012. Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America—Chapter 2, The Department of Homeland Security and the Immigration Enforcement Regime of the Twenty-First Century.

Required readings for Graduate Students:

1. 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

Activities: Student Presentations #7

WEEK 11 – Behind Crimmigration, ICE, and Law Enforcement



Tuesday, October 28th 2025

Required readings for ALL:

1. Felicia Arriaga - Behind Crimmigration; ICE, Law Enforcement, and Resistance in America – Chapter 1 and 2

Thursday, October 30th 2025

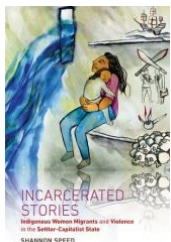
1. Felicia Arriaga - Behind Crimmigration; ICE, Law Enforcement, and Resistance in America – Chapter 3 and 4

Required readings for ALL:

1. Felicia Arriaga - Behind Crimmigration; ICE, Law Enforcement, and Resistance in America – Introduction

Activities: Student Presentations #8

WEEK 12 – Una Mirada desde America Latina y El Caribe



Tuesday, November 4th 2025

Required readings for ALL:

1. Shannon Speed, Incarcerated Stories: Indigenous Women Migrants and Violence in the Settler-Capitalist State—Chapter 2 and 3

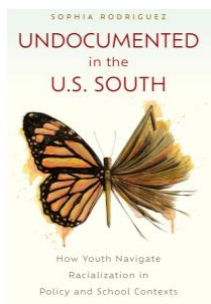
Thursday, November 6th 2025

Required readings for ALL:

1. Jermaine Young; “Existing on the Other Side of the Law?” The Mechanisms and Impact of Anti-Haitianism on Citizenship in the Dominican Republic. *Ethnic Studies Review* 1 April 2025; 48 (1): 6–26.
2. Amarela Varela Huerta, “Migrants Trapped in the Mexican Vertical Border,” Guest Post in *Border Criminologies* <https://blogs.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2018/06/migrants-trapped>
3. Amarela Varela Huerta, “Notes for an Anti-racist Feminism in the Wake of the Migrant Caravans,” in *The South Atlantic Quarterly*, pages 655 – 662

Activities: Student Presentations #9

WEEK 13 – Immigrant Children and Undocumented Youth in the U.S. South



Tuesday 11th, November, 2025 – NO CLASSES

Required readings for ALL:

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

Thursday 13th, November, 2025

Required readings for ALL:

1. Sophia Rodriguez, *Undocumented Youth in the U.S. South; How youth Navigate Racialization in Policy and School Contexts*—Chapter 3 and 4

Required readings for Graduate Students:

1. Silvia Rodriguez Vega, 2023. *Drawing Deportation: Art and Resistance among Immigrant Children*—Introduction
2. Sophia Rodriguez, *Undocumented Youth in the U.S. South; How youth Navigate Racialization in Policy and School Contexts*—Introduction

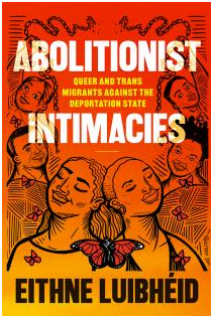
Activities: Student Presentations #10

**WEEK 14 –
The Immigrant Rights Movement,
Undocumented Youth Activism (2010) and the Making of the DREAM ACT (2012), and
Not1MoreMOVEMENT**

Tuesday, November 18th, 2025

Required readings for ALL:

1. Ramirez Solórzano, R. Notes from the Trail of Dreams: The KKK, face-offs, and radical risk-taking movidas. *Latino Studies Journal* 4–27 (2022).



Thursday, November 20th, 2025

Required readings for ALL:

1. Eithne Luibheid, Abolitionist Intimacies: Queer and Trans Migrants against the Deportation State – Chapter 3 and 4

WEEK 15 – Final Presentations

Tuesday, December 2nd 2025 – Final Presentations

WEEK 16 - NO CLASS- Good Luck on Finals!
Final Due TBA