

## **Latin American and Latinx Migration in the U.S.**

LAS 6938/LAS 4935

Spring 2022

Monday Periods 3-5 (9:35-12:35)  
Anderson Hall 0032

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Office Hours: Mondays, 1-3pm

### **Description:**

The purpose of the course is to provide a clearer understanding and appreciation for Latin American and Latinx migration in the United States. After a general introduction to key theoretical concepts including settler colonialism, assimilation, and racialization, and historical processes underlying immigration to the United States, we will focus in depth on issues related to citizenship and legal status. We will also explore issues related to Latinx immigration to new southern destinations, and some of the particular im/migration experiences for Latinxs of different national origins, and for those who have migrated to the state of Florida.

### **Course Goals:**

- Learn and critically analyze the foundational and dominant frames for the study of Latinx im/migration in the social sciences.
- Assess different methods and approaches used in the study of Latinx im/migration.
- Examine the cues and mechanisms that shape Latinx racialization in the U.S.
- Consider how Latinxs have shaped and been shaped by im/migration-related policy

## Assignments and Evaluation:

**For Undergraduate Student enrollees**, grades will be based on 100 points divided as follows:

- (10 points) Class Participation
- (10 points) Discussion Facilitations
- (40 points) 8 Weekly Notes (5 points each)
- (30 points) Research Paper/Proposal
- ( 5 points) Research Presentation
- ( 5 points) LAS Intellectual Engagement Activity Review
- 100 total points**

**For Graduate Student enrollees**, grades will be based on 100 points and divided as follows:

- (10 points) Class Participation
- (10 points) Discussion Facilitations
- (30 points) 4 Reaction papers (6 points each) + 4 Weekly Notes (1.5 points each)
- (40 points) Research Paper/Proposal
- ( 5 points) Research Presentation
- ( 5 points) LAS Intellectual Engagement Activity Review
- 100 total points**

Attendance: Because this is a discussion based seminar, attendance is mandatory. In a small seminar we must rely on one another to attend class and be prepared for discussion each day. An unexcused absence will result in a final grade reduction of 10 points (1 full letter grade).

### Participation in Class Discussions

This course is organized as a seminar. Seminars are most useful and enjoyable when everyone attends class prepared having read ALL assigned readings. Informed questions, comments, and critiques about each assigned reading are expected of all students. This format allows for a deep and critical exploration of ideas. Commentary that does not illustrate knowledge of the assigned readings will not earn points.

### Weekly Notes (8 for Undergraduate Students; 4 for Graduate Students)

For 8 classes, undergraduate students will write at least 2 pages of single spaced notes that cover all of the day's assigned readings. For 4 classes, graduate students will do the same. These notes are informal. There is no correct format or style, *but they should incorporate independent thoughts, critiques, and commentary*. It is expected that you will develop a style that best allows you to organize your thoughts. The following are some guidelines to help get you started:

- Write down the main points, new concepts, important quotes or phrases you would like to remember from the readings, and explain them in your own words;
- If you are puzzled by the text (or its parts) or would like to know more about a certain subject, write down your questions;
- You can list the arguments you disagree with and why;
- Use the material from the text to reflect on your research subject or on another topic that is of interest to you;
- Compare and contrast the text with other readings assigned for the class.

Reading notes are due on Canvas by the start of class each week. You should also bring a print copy to class. You will receive credit if you complete the assignment in a timely manner and engage with all assigned texts.

### Reaction Papers: *Graduate Students Only*

Graduate students will complete four weekly reaction papers (3-4 pages each) as careful reflections of the week's readings. An ideal reaction paper references most/all of the required readings. The paper may take the form of a critique, an insight provoked by the readings that is distinct from the readings' findings, or some combination of critique and insight. Critiques should not focus primarily on the writing or style, but rather, on the substantive arguments, soundness of the methodology, and the veracity/robustness of the evidence provided to reach the author's conclusions. Critiques that emphasize errors of omission (i.e., "Author did not focus on "X" topic") should be careful to consider the relevance of any omitted measure given the paper's stated objectives as well as the length limits of journal articles. A stronger critique of omission would argue that in accordance with previous scholarship on omitted topic "X" (cite sources, detail findings), the author would have likely reached alternative "Y" conclusion.

A strong reaction paper demonstrates a close understanding of the readings and some careful original thinking. The reaction paper does not summarize the arguments and findings of the designated papers and spends little time reporting the papers' results. Instead, the paper assumes the reader understands all the key results and emphasizes the development of an original argument. Papers will be evaluated according to the strength of the argument and supporting analysis. Reaction papers are limited to 3- 4 double-spaced pages. Anything in excess of four pages will not be read. There is no need for a title page. A list of references is necessary for cited references that do not appear on this syllabus (inclusion of external peer-reviewed sources encouraged).

### Facilitating Discussions

Over the course of the semester, you will be asked to facilitate class discussions. The number of facilitations will depend on class enrollment and status as an undergraduate or graduate student—to be determined the first day of class. Discussion facilitators are entirely responsible for planning and leading an informed discussion of the readings. This is best accomplished when discussion facilitators provide a list of discussion questions on Canvas several days in advance so that others can consider said questions when reading the material.

### Research Paper:

Exactly one week after the final class meeting of the semester, a final paper related to U.S. Latinxs and migration will be due. This paper can be either (1) a work of original empirical social scientific research; or (2) an empirical research proposal. Students must clear their topic with me in person by the end of Week 10. There is no formal page limit, but papers are typically between 16-25 pages in length

Empirical research proposals should specify the empirical object of study and indicate, with as much specificity as possible, how ze would go about studying it, the kinds of sources to be used, the kinds of cases one would select, or the specific dataset and variables to be used, and, in general, how one would deploy ideas or methods covered in this course when addressing that empirical problem. The goal should be to have a project that will be ready for presentation at a conference, and/or a paper that will eventually be suitable for publication. This might also serve as the basis for an MA thesis, or a chapter of a dissertation.

Presentations (5 points): On the last two days of class, each student will make a 15 minute presentation of their paper. This presentation will follow the format of a professional presentation at an academic conference, typically in Powerpoint. We will discuss tips for these presentations in class.

LAS Intellectual Engagement Activity (5 points):

There is much intellectual activity that we benefit from inside the classroom. Yet, UF is a dynamic, internationally renowned institution wherein speakers and performers from across the nation and Latin America regularly visit to share their expertise on issues related to Latinxs and Latin America. It is important to participate in the intellectual vitality of our campus community. All students should attend 1 lecture, performance, workshop or other Latin America/Latinx related event over the course of the semester. Following the event, you will be required to write a one-page paper (single spaced, 12 point font, Times New Roman) in which you: indicate the title, place, time and presenter(s) of the event; make observations and raise questions related to our course objectives; discuss an aspect of the event that you found interesting, motivating, insightful; and take a photo showing your face and the speaker to document your presence. Please also feel free to post a report/comment/photo of the event to social media, either tagging the Center for Latin American Studies or using the hashtag #UFLAS.

All reviews must be submitted by the last day of class. But be sure to plan in advance. See the Center for Latin American Studies' events calendar here: <http://www.latam.ufl.edu/calendar/>

**Grading:**

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-70 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	<60 = E

**Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Course Feedback**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**UF Honor Code**

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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

## **COURSE SCHEDULE:**

### **(Week 1: Jan 10) Introductions**

### **(Week 2: Jan 17) Martin Luther King Day (No Class)**

*Latino Americans PBS Documentary Series, Episodes 1-3*

### **(Week 3: Jan 24) No Class**

*Latino Americans PBS Documentary Series, Episodes 4-6*

### **(Week 4: Jan 31) Not a Nation of Immigrants**

Ortiz-Dunbar, Roxane. 2021. *Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*. Beacon Press. pp. xi-148.

### **(Week 5: Feb 7) Not a Nation of Immigrants**

Ortiz-Dunbar, Roxane. 2021. *Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*. Beacon Press. pp. 149-286.

### **(Week 6: Feb 14) Theoretical Approaches: Racialization vs Assimilation?**

Alba, Richard and Victor Nee. 1997. “Rethinking Assimilation Theory for a New Era of Immigration.” *International Migration Review*, 31(4): 826-874.

Jung, Moon-Kie. 2009. “The Racial Unconscious of Assimilation Theory.” *Du Bois Review*, 6(2): 375-395.

Grosfoguel, Ramon. 2008. Latin@s and the Decolonization of the US Empire in the 21st Century. *Social Science Information*, 47; 605.

### **(Week 7: Feb 21) Empirical Debates: Racialization vs. Assimilation**

Telles, Edward E. and Vilma Ortiz. 2009. *Generations of Exclusion: Mexican Americans, Assimilation and Race*, Russell Sage Foundation. Pp. 1-157.

**(Week 8: Feb 28) Empirical Debates: Racialization vs. Assimilation**

Telles, Edward E. and Vilma Ortiz. 2009. *Generations of Exclusion: Mexican Americans, Assimilation and Race*, Russell Sage Foundation. Pp. 157-292.

**(Week 9: March 7) Spring Break (No Class)**

**(Week 10: March 14) Of Love and Papers**

Enriquez, Laura. 2020. *Of Love and Papers: How Immigration Policy Affects Romance and Family*. University of California Press.

**(Week 11: March 21) Legal Passing**

Garcia, Angela. 2019. *Legal Passing: Navigating Undocumented Live and Local Immigration Law*. University of California Press.

**(Week 12: March 28) Puerto Rican Migration/s**

Diaz, Ileana. 2021. "Migrant Citizenship: Race, Imperialism, and Puerto Rico-United States Entanglements." *Citizenship Studies*, 25(3): 333-352.

Grosfoguel, Ramon. 1999. "Puerto Ricans in the USA: A Comparative Approach." *Journal of Ethnic and Migration Studies*, 25(2): 233-249.

Silver, Patricia and William Vélez. 2017. "Let Me Go Check Out Florida: Rethinking Puerto Rican Diaspora." *Centro Journal*, 29(3): 98-125.

Dhuman, Stephanie. 2022. "Let's Just Be Educated Enough to Know We're A Part of Each Other: Ethnoracial Relations Among Puerto Rican and Black Residents in Southern Suburbia." *Dissertation Chapter*. University of Florida.

**(Week 13: April 4) Cuban and Miami Latinidades**

Mallet, Marie L. & Joanna M. Pinto-Coelho. 2016. "Investigating Intra-Ethnic Divisions among Latino Immigrants in Miami, Florida." *Latino Studies*, 16(1): 91-112.

Benson, Devyn & Danielle Clealand. 2021. "Re-Narrating Mariel: Black Cubans, Racial Exclusion, and Building Community in Miami." *Anthurium: A Caribbean Studies Journal*, 17(2): 1-17.

Portes, Alejandro & Aaron Puhmann. 2015. "A Bifurcated Enclave: The Economic Evolution of the Cuban and Cuban American Population of Metropolitan Miami." *Cuban Studies*, 43: 40-63.

**(Week 14: April 11) Presentations**

**(Week 15: April 18) Presentations**