

LAH 3931/5934 – History of Asylum Seeking (Special Topics)

Fall 2020

Class Meetings: M-W-F 1:55-2:45pm

Instructor: Dr. Fernanda Bretones Lane, Assistant Professor of History

Office Location: Grinter Hall 333 **Email:** f.bretones@ufl.edu

Student Hours: Wednesdays, 3-5pm & Thursdays 11am-12pm, via Zoom

*Fall 2020: Due to the COVID-19 pandemic, I will not be receiving students in my office. You can schedule a Zoom meeting with me: <https://calendly.com/bretones/office-hours>

This syllabus is subject to change at any point in the semester. If changes are made, the instructor will notify students in advance (in class and via the course Canvas page)

Course Description

This special topics course explores the history of asylum seeking across time and space, with a focus on Latin American history. We will explore the deep tradition of asylum in Western history, and dive into the myriad motives that lead people to seek refuge across borders. Topics will include slaves escaping across imperial borders in search of protection and freedom in the colonial period; women and men of different status seeking refuge in Churches; violence & displacement in the modern period; and more. One of the objectives of this course is to understand the history of asylum as it relates to other types of migration, including forced displacement resulting from political and social conflict, as well as its connections to contemporary debates surrounding immigrants' rights. To that end, students will have the opportunity to hear from academic experts and local community leaders on these important topics.

This class is designed as an upper-level undergraduate course, with room for graduate trailer. That means students should demonstrate some basic familiarity with Latin American history. They should also be prepared to work independently on a capstone project that will require good research and writing skills. For their final assignments, students will produce a "Country Conditions Report" in the model used in real-life asylum cases. To complete the assignment, students will employ a range of research skills, therefore practicing useful and transferable abilities

Learning Outcomes

- 1) Recognize how asylum has changed over time
- 2) Describe and explain historical events connected to human migrations connected to asylum
- 3) Distill complex and information and relate acquired knowledge to group of peers
- 4) Develop note-taking skills and design your own note-taking system
- 5) Write compelling and well-researched report

Required Reading and Other Course Materials:

Please obtain a copy of the following required books (available at the Campus Bookstore and through various online vendors):

- Linda Rabben, *Sanctuary & Asylum: A Social and Political History* (Seattle: University of Washington Press, 2016).
- Cristina Henríquez, *The Book of Unknown Americans* (New York : Alfred A. Knopf, 2015)

There will be additional required materials on Canvas.

Materials and Supplies Fee

There are no additional fees associated with this course

Course Assignments*

***These are for undergraduates enrolled in LAH 3931. For Graduate Trailer Assignment, please scroll down to the end of this document**

Active and engaged participation is of the utmost importance, and participation will count for 20% of the final grade. Students are expected to come to class ready to engage with the material, the professor, and with other students. The more engaged you are, the better the conversation will be. Four times in the semester, students will be required to turn in notes of a particular reading. Students will also lead class twice in the semester (in pairs), in which occasion they will be responsible for summarizing the required readings to their peers, and posing discussion questions to incite the debate. Finally, students will write a “Country Conditions Report” as if they were the expert witness on an asylum case involving asylum-seekers from contemporary Latin America. More information on note-taking, seminar leadership, and the writing assignment will be given in class.

Grade Breakdown

Participation	20%
Leading Class (x2)	10% (each)
Annotated Reading (x4)	10% (each)
Country Conditions Report	20%

* How I assess participation: Students are expected to show up for class ready to engage with the material (answer questions that the instructor may raise/complete in-class assignments, etc), the professor (ask questions or offer insights during lectures), and with other students (during discussion). It is not just about how much you talk in class, is also about the quality of your contribution. Students should have the assigned readings readily available to consult during class (following the weekly schedule). Unpreparedness (including failure to bring readings to class), recurrent breach of class etiquette/policies (i.e. use their phones/laptops without authorization,

repeated tardiness, disruptive behavior), unexcused absences beyond the limit noted below, and uncourteous behavior will affect participation grades negatively, while energetic and informed participation will raise final grades. “Energetic and informed participation” includes engaging in productive conversations, posing pertinent questions, and generally contributing to advance our collective knowledge in class.

Grade Scale

A	100 %	to 94.0%	C	< 77.0 %	to 74.0%
A-	< 94.0 %	to 90.0%	C-	< 74.0 %	to 70.0%
B+	< 90.0 %	to 87.0%	D+	< 70.0 %	to 67.0%
B	< 87.0 %	to 84.0%	D	< 67.0 %	to 64.0%
B-	< 84.0 %	to 80.0%	D-	< 64.0 %	to 61.0%
C+	< 80.0 %	to 77.0%	F	< 61.0 %	to 0.0%

Grading in this class is consistent with UF policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Policy on Late and Make-up Work

All deadlines are dully noted on this syllabus, so plan accordingly. In line with my pedagogy of care, students in this course can ask for a one-week extension, no questions asked, for any one assignment, without incurring in any grade deduction. In order to benefit from this opportunity, the student needs to contact me via email prior to the deadline (ideally, at least 24 hours prior, unless in extreme circumstances). Each student can take advantage of this policy once in the semester. However, students who anticipate obstacles in meeting subsequent deadlines contact the instructor right away to inquire about possibly turning in late work. In these cases, acceptance of late work will occur at the discretion of the instructor.

Additional flexibility during the coronavirus pandemic in Fall 2020: Students who are directly impacted by the coronavirus pandemic (i.e. they fall ill or are caring for an ill family member) will have the opportunity to submit alternative assignments. Please contact the instructor as soon as possible to make the necessary arrangements.

Communicating with the Instructor

1) Student Hours

The best way to reach me is during Student Hours (also known as “Office Hours.”). I hold regular Student Hours according to the schedule noted on the top of this document. In normal circumstances, that means that during those hours the door to my office is open to you, students, to discuss any issues pertaining to the class (content questions, clarifications, requests for extensions, etc), or any other topics you may wish to talk about (for example, request for recommendation letters, questions about going to grad school, your general interests in Latin American and Caribbean history, Brazilian soccer, or if you want to know more about my current and future research projects). This fall, given the coronavirus pandemic, I will not be able to receive students in my office. Instead, I will be holding virtual office hours via Zoom. Student Hours function on a first-come, first-serve basis. To be directed to office hours Zoom meetings, you need to schedule a meeting with me using my electronic calendar: <https://calendly.com/bretones/office-hours>. You can book it in advance, or at the last minute (provided there are available time slots left). If my regular Student Hours conflict with your schedule, contact me via email to make an appointment at a time that works for both of us. Please note, conflicts in schedule involving University-related business, academic obligations, health issues, or medical appointments may occasionally result in cancellation of Student Hours in a particular week. If that happens, I will notify students in advance, and arrange for alternative times to be available.

2) Electronic Communication (Email)

If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during Student Hours. If you are unable to attend Student Hours and you have pressing concerns/questions, send me an email. I generally check and respond to emails once daily during the work week, between 8am-6pm. Please allow up to 24 hours for a response (I will try to answer as soon as possible). I do not respond to work emails during the weekend.

Please keep in mind that emailing your professors or TAs is not the same as emailing (or texting) your friends. For some useful tips on how to avoid unprofessional electronic communication skills (not only for this class, but also for all professional communication that happens online), see “How to Email Your Professor (Without Being Annoying AF)” at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16I>

3) Canvas Messages

For general course-related messages (including reminders about upcoming deadlines, clarifications, notices, etc), I use the group message function on Canvas. If I deem relevant, I may also send students individual emails to their @ufl.edu email account. It is the students’ responsibility to check messages on both Canvas and their UF email for important information relating to the course, and to respond in a timely fashion when necessary. Please refrain from using your personal email account as I will not respond to those. Your grader for this course will follow a similar policy on this regard.

4) Communicating About Grades

Students who wish to discuss their grades must wait 24 hours after receiving their grade to contact the instructor. After this “cool-off” period, make an appointment to meet with me via Zoom using my Office Hours [electronic calendar](#), or send an email to make an appointment at an alternate time.

Attendance

A great deal of the learning experience happens during class meetings, so attendance in this course is mandatory. To accommodate unexpected life events (especially so in the time of COVID-19), each student gets five unexcused absences during the semester, no questions asked. Students directly impacted by the coronavirus pandemic should contact the instructor as soon as possible to make alternative arrangements if they need to be absent further (no medical documentation required).

Per the [University of Florida Attendance Policies](#), students are excused when class schedule conflicts with religious holidays, military obligations, jury duty, or university-sponsored athletic or scholarly activities. **In these cases, the student (or student's advisor) must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations.** Further unexcused absences will likely affect your participation grade. Poor attendance is grounds for failing the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

WEEKLY SCHEDULE			
<i>*This schedule is subject to change</i>			
Day of the Week & Format → Week, Date & Topics ↓	MONDAYS Lecture	WEDNESDAYS Students' Presentation on weekly readings	FRIDAYS Discussion
WEEK 1 – AUG.31, SEP. 2,4 Defining Key Terms	Readings: <ol style="list-style-type: none"> 1) The Syllabus 2) Rabben, <i>Sanctuary & Asylum</i>, Chapter 10 "The Golden Door Ajar: US Asylum Policy" 3) Podcast Interview with Dr. Quezada-Grant (Listen; 30 min) 		
WEEK 2 – SEP. 7, 9,11 Scholarly Debates	NO CLASS ON MONDAY (Labor Day) Readings: <ol style="list-style-type: none"> 1) Selected chapter from <i>The Oxford Handbook of Refugee & Forced Migration Studies</i> (folder in Canvas) 		
WEEK 3 – SEP. 14, 16,18 Ancient Traditions of Sanctuary	Readings: <ol style="list-style-type: none"> 1) Rabben, <i>Sanctuary & Asylum</i>, Chapter 2 "Sanctuary's Beginnings" 2) Rabben, <i>Sanctuary & Asylum</i>, Chapter 3 "A Thousand Years of Medieval Sanctuary" 		
	Readings:		

<p>WEEK 4 – SEP. 21, 23,25</p> <p>Florida Sanctuary: Fugitive Slaves and Imperial Rivalries in colonial North America</p>	<p>1) Jane Landers, “Spanish Sanctuary: Fugitives in Florida, 1687-1790” <i>The Florida Historical Quarterly</i>, Vol. 62, No. 3 (Jan., 1984), pp. 296-313</p> <p>2) Primary Source: “Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sánchez Contests (Florida, 1794)” in: Richard Boyer and Geoffrey Spurling (Eds.), <i>Colonial Lives: Documents on Latin American History, 1550-1850</i>, pp.249-268</p>
<p>WEEK 5- SEP.28, 30. OCT. 2</p> <p>Church Sanctuary in Colonial Latin America</p>	<p>Readings:</p> <p>1) Michelle McKinley “Standing on Shaky Ground: Criminal Jurisdiction and Ecclesiastical Immunity in Seventeenth-Century Lima, 1600–1700,” <i>U.C. Irvine Law Review</i> 4:141 (2014).</p> <p>2) Victor Uribe-Uran, “‘Iglesia me Llamo:’ Church Asylum and the Law in Spain and Colonial Spanish America,” <i>Comparative Studies in Society and History</i> 49, No.2 (2007): 446 –472</p>
<p>WEEK 6 – OCT. 5,7,9</p> <p>Haitian Sanctuary: Abolition & the Free Soil Principle</p>	<p>Readings:</p> <p>1) Ada Ferrer, “ Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic,” <i>The American Historical Review</i>, Volume 117, Issue 1, (February 2012): 40–66</p> <p>ASSINGMENT DUE: Submit your country of choice for the “Country Condition Expert Report” by 5 pm on Friday (Canvas)</p>
<p>WEEK 7 – OCT.12, 14, 16</p> <p>The Making of Modern-day Asylum, part I: From Religious Sanctuary to Secular Asylum</p>	<p>Readings:</p> <p>1) Rabben, <i>Sanctuary & Asylum</i>, Chapter 7 “The Twentieth Century Heyday of Asylum”</p> <p>2) Rabben, <i>Sanctuary & Asylum</i>, Chapter 12 “The News from Tucson”</p>
<p>WEEK 8 – OCT.19, 21, 23</p> <p>The Making of Modern-day Asylum, part II: Cold War in Latin America</p>	<p>Readings:</p> <p>1) Beatriz Manz’s <i>Refugees of a Hidden War: The aftermath of Counterinsurgency in Guatemala</i> (Albany : State University of New York Press, 1988) Chapter 1</p> <p>2) Geraldo L. Cadava’s <i>Standing On Common Ground: the Making of a Sunbelt Borderland</i> (Cambridge: Harvard University Press, 2013) Chapter 5 (E-book available at UF Library)</p> <p>1) * Start reading <i>The Book of Unknown Americans</i></p> <p>ASSINGMENT DUE: Preliminary Bibliography for the “Country Condition Expert Report” by 5 pm on Friday (Canvas)</p>
<p>WEEK 9 – OCT. 26, 28, 30</p>	<p>Readings:</p>

<p>Country Focus: Haiti</p>	<ol style="list-style-type: none"> 1) Steeve Coupeau, <i>The history of Haiti</i> (Westport, Conn. : Greenwood Press, 2008) Chapters 5 and 6 (Ebook available at UF Library) 2) “Witnesses” section of “The detention and treatment of Haitian asylum seekers : hearing before the Subcommittee on Immigration of the Committee on the Judiciary, United States Senate, One Hundred Seventh Congress, second session, October 1, 2002” (Washington : U.S. G.P.O., 2003)
<p>WEEK 10 – NOV. 2, 4,6</p> <p>Country Focus: Cuba</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1) Susan Eva Eckstein, “Special Period in Peacetime: Economic and Labor Reforms,” <i>The Cuba Reader: History, Culture, Politics</i>, Eds. Aviva Chomsky, Barry Carr, Alfredo Prieto, Pamela Maria Smorkaloff (Durham: Duke University Press, 2019) (Ebook available at UF Library) 2) Mario Antonio Rivera, <i>Decision and structure : U.S. refugee policy in the Mariel crisis</i> (Lanham: University Press of America, 1991) selected chapter <i>tbd</i> <p>*Extra Credit Opportunity: Reflection on film “Voices from Mariel” (Dir. James Carleton, 2011)</p>
<p>WEEK 11 – NOV. 9, 11, 13</p> <p>Country Conditions Reports: What is it? How to write it? What are the ethical questions involved?</p>	<p style="text-align: center;">MONDAY: Panel with experts</p> <p style="text-align: center;"><i>This Monday, we will have a special roundtable featuring scholars who have served as expert witnesses and wrote Country Conditions Reports on asylum cases. With: Dr. Heather Vrana (History/UF), Dr. Ellen Moodie (Anthropology/University of Illinois), and Dr. Autumn Quezada-Grant (History/Roger Williams University)</i></p> <p>Readings:</p> <ol style="list-style-type: none"> 1) National Immigrant Justice Center, “Basic Procedural Manual for Asylum Representation Affirmatively and In Removal Proceedings” (selected excerpts) 2) Kelcey Baker, Katherine Freeman, Gigi Warner, and Deborah M. Weissman, <i>Expert Witnesses in U.S. Asylum Cases: A Handbook</i> (University of North Carolina at Chapel Hill School of Law, 2018) <p>*Continue reading <i>The Book of Unknown Americans</i></p> <p style="text-align: center;">NO CLASS ON WEDNESDAY (Veterans Day)</p>
<p>WEEK 12 – NOV. 16, 18,20</p> <p>Immigrant Stories</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1) Cristina Henríquez, <i>The Book of Unknown Americans</i> 2) “The Migrant Caravan: What to Know About the Thousands Traveling North,” Annie Correal and Megan Specia, NYT Oct. 26, 2018 (Free digital subscription through UF) <p>Film:</p>

	<ul style="list-style-type: none"> • “11 Stories of Work and Life, Florida Immigrants 2012” a production by UF Students in Spanish and Portuguese Studies, coordinated by Prof. Dwyer-Navajas in partnership with the Samuel Proctor Oral History Program. Available on YouTube
<p>WEEK 13 – NOV. 23, 25, 27</p> <p>Panel with community leaders: Sanctuary in Gainesville</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1) “The Case for Sanctuary” Liz Ibarrola for <i>The Gainesville Iguana</i> Vol. 33, Issue 5/6 (May/June, 2019) <p style="text-align: center;">MONDAY: Panel with community leaders</p> <p><i>This Monday, we will have a special roundtable featuring three community leaders who have first-hand experience with asylum cases here in Gainesville. We will hear from Rev. Larry Green, PhD (former Pastor at Westminster Presbyterian Church and currently Executive Director Human Rights Coalition of Alachua County); Robert H. Lombard (Professor (Emeritus) of Social Science Education at WIU And Clerk of Session at Westminster Presbyterian Church); and Liz Ibarrola, M.A. (PhD Candidate, Anthropology, UF, and Director of Immigration Concerns - Human Rights Coalition of Alachua County)</i></p> <p style="text-align: center;">NO CLASS WED-FRI (Thanksgiving)</p>
<p>WEEK 14 – NOV. 30, DEC. 2, 4</p> <p>Activism & Sanctuary Cities</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1) “No Safe Place” Amanda Sakuma for MSNBC 2) “Trump and the Battle Over Sanctuary in America” Clyde Haberman for NYT, March 5, 2017 (Free digital subscription through UF)
<p>WEEK 15 – DEC. 7,9</p> <p>The Future of Sanctuary</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1) Rabben, <i>Sanctuary & Asylum</i>, Afterword “Does Asylum Have a Future” 2) Identify, read, and share with the class a recent (last four months) reporting on the themes explored in this class <p>ASSINGMENT DUE: Country Conditions Report</p>

Specifications for students enrolled for Graduate credit (LAH 5934)

While the readings and general expectations are the same as the ones listed above, there are different assignments (and therefore, a different grade breakdown) required of graduate students enrolled for graduate credit:

Participation: Expectation are the same as for the rest of the class.

Leading Class: Expectations are the same as for the rest of the class.

Country Conditions Report Expectations are the same as for the rest of the class

Syllabus Design: Instead of four annotated readings, graduate students will design a syllabus (with all of its components) of a class they would like to teach somewhat related to the topic of this course. **A draft syllabus is due by November 9, and a final syllabus by December 9.**

Historiography Paper: A short (12-15 pages) historiography paper surveying the relevant literature on a topic of your choice related to the main theme(s) of the course. You should schedule a meeting with me by week 5 to discuss your approach to this assignment. **Due December 12.**

Participation	20%
Leading Class	20%
Country Conditions Report	20%
Syllabus	20%
Historiography	20%

Accommodations

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which *must* be presented to the instructor when requesting accommodation. You can deliver a hard copy in class, bring one to me during office hours, or send me an email with the letter attached. In any case, please act on this as soon as possible in the semester so I can plan accordingly. **Audio/video recording is not permitted without the instructor's consent**, even if you have a letter from the DRC. If audio or video recording is part of your accommodation, make sure to see me in my office, with your DRC letter in hand, to discuss how to proceed.

Class Policy Regarding Electronic Devices

Since the course has moved online to guarantee our collective safety during the COVID-19 pandemic in Fall 2020, students should use electronic devices to connect to the class via Zoom, take notes, and for text-referencing purposes. Please refrain from using your devices for other purposes during our class meetings (such as browsing the web, shopping online, reading/writing emails, etc). Please silence cellphones and all other devices not being used for class.

COVID Statement Regarding Course Recording:

The following statement, mandated by the University of Florida in Fall 2020, applies all synchronous online meetings:

Our class sessions *may* be audio-visually recorded [at the discretion of the instructor] for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Classroom Etiquette

This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

Academic Integrity

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/scr/process/student-conduct-honor-code/>) 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.

Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the assignment. Intentional plagiarism results in an “F” for the course, or worse.

Statement Regarding Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website (Links to an external site.). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. (Links to an external site.) Summaries of course evaluation results are available to students at the public results website (Links to an external site.).

Campus Resources

UF is a big school, but there are many resources available to help students navigate campus life. Here is a sample of some useful resources:

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/> or call 392-1575

Multicultural and Diversity Affairs (<https://multicultural.ufl.edu/>) (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Hitchcock Field And Fork Food Pantry: For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

The Molm Family Gator Career Closet: An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

Police Department: 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Disability Resource Center (DRC) (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>