

**LATINOS & THE LAW
COURSE NO. 805, SECTION 1
MW 2:00 –2:50 PM
ROOM 211
SPRING 2018**

PROFESSOR LUPE S. SALINAS

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The Professor

Name: LUPE SALINAS

**Telephone: 713-313-7353-office
832-276-6056-cell**

**Email: lsalinas@tmslaw.tsu.com
Office Location: Room 236J**

Office Hours: Mon, 10-11am, 12-2 pm & 3-4 pm; Wed, 10-11am, 1-2 pm, & 3-4 pm; Fri, 10-11am (All other times by appointment only)

Note from the Professor: Copies of the syllabus and special assignments will be available through the Lexis system.

Course Books & Material: Required Textbook: US Latinos and Criminal Injustice. Obtain immediately at TSU Bookstore, Amazon, or Publisher—major focus of midterm exam.

**U.S. LATINOS AND CRIMINAL INJUSTICE
Copyright © 2015 by Lupe S. Salinas
Michigan State University Press
ISBN: 978-1-61186-176-1**

PART 1. THE U.S. LATINO AND AMERICAN SOCIETY

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Course description & objective

The Latinos and the Law Seminar provides an opportunity for not only lively discussions on the issues facing Latinos but also research opportunities on these topics. The course book provides the reader with areas of Latino legal issues that require more research and findings. For example, one area that cries out for more research is whether the justice system is burdened with implicit racial and/or ethnic bias among judges. Without getting into political rhetoric, the Trump campaign tactics and his victory offer us an insight into the subtle racial issues that still plague our nation. At the same time, besides the racial superiority factor, it could be a backlash against the uncontrolled immigration from Latin America and other parts of the world.

The implicit racial and/or ethnic bias among judges and prosecutors arises in the denial of due process chapter [10]. Several other chapters lend themselves to other ideas, such as the racial profiling chapter [5, 6] and the police deprivations [brutality] chapter [7].

The successful completion of this research with the submission of a scholarly and analytical article will satisfy the law school’s writing requirement for graduation. It must be at least 22 to 30 pages long with footnotes that comply with the Blue Book guidelines. In addition, it must be double-spaced with 12 font New Times Roman and one inch margins.

Importance of the Seminar Writing Requirement

I wrote the following comments recently to my students in another writing class:

“An early submission of your writing requirement paper raised concerns. Before I review your paper and provide constructive comments, I want you to take into account seriously the standards I provided to you in class discussions and in a handout.

I am concerned about the quality or lack thereof of your sources. I gave you a handout with the types of sources you should include to satisfy a legal writing requirement.

For example, in a recent comment on another writer's sources, I stated: ‘In developing his thesis, [law student name] utilized several valuable sources. For example, he cited from books by experts in the field (29 different publications), scholarly legal journal articles (19), federal and state court decisions (24), government reports (22), statutes (3), and even letters from [inmates, detained immigrants, etc.] (12). I did not count the number of news reports and other minor sources.’

The recommended sources discussed above are not exhaustive. There are others that you could cite. But they must be reliable. Wikipedia, notwithstanding their notoriety, is not a reliable authority. There are many other Internet sources that are weak.

Based on my comments, if the quality level of your submission is lacking, then YOU take the initiative and make some substantial adjustments. I expect the final submission to be the official submission upon which I will determine whether you meet the law school requirements with a passing grade.

This is a graduation requirement!! You must address legal aspects of an issue, with cases, law journals, etc. or you leave me with no choice but to grade your submission accordingly.

**Regretfully and Sincerely,
Prof. Lupe Salinas”**

Tips concerning your Semester Writing Project--Basis for Grade Analysis

The following factors, listed in priority order, will serve as bases for your grade on the writing requirement. Adhere to these guidelines and incorporate the following sources as appropriate and relevant to maximize your grade:

- 1] Cases at all recorded levels [federal preferable; state cases okay as well]**
- 2] Law review articles**
- 3] Books**

- 4] **Government reports**
- 5] **Constitutions and Treaty provisions**
- 6] **Statutes [[federal and state]**
- 7] **Federal regulations, CFR and Fed. Reg.**
- 8] **Internet news articles and stories, preferably Wash Post, NY Times, LA Times**
- 9] **Internet news magazine stories**
- 10] **Internet reports, such as Pew Research Center and other notable and respected organizations, regardless of their political leanings**
- 11] **Interviews with experts regarding your topic**
- 12] **Any other relevant and reliable source I may have overlooked [DO NOT RELY ON WIKIPEDIA—NO CITATIONS TO THIS SOURCE IS ALLOWED]**

An additional aspect for your grade analysis will address your abilities in the following areas:

- 1] **The Preparation of an effective thesis statement: What is a thesis statement?**

A thesis statement is a short statement, usually one sentence, that summarizes the main point or claim of an essay or research paper, and it is developed, supported, and explained in the text by means of examples and evidence.

It also makes an argumentative assertion about a topic; it states the conclusions that you have reached about your topic.

Also, it makes a promise to the reader about the scope, purpose, and direction of your paper. It is focused and specific enough to be "proven" within the boundaries of your paper. It is generally located near the end of the introduction; sometimes, in a long paper, the thesis appears in several sentences or in an entire paragraph. It identifies the relationships between the pieces of evidence that you are using to support your argument.

- 2] **Sentence structure that avoids fragments and run-on sentences; if you have a question as to what a fragment or a run-on sentence is, ask Mr. Google!!**

- 3] **The paragraph structure: In many languages, the fundamental unit of composition is the paragraph. A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject. In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence.**

We will also talk briefly about details in paragraphs.

The Topic Sentence--A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph.

Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. The word “general” means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

“My hometown is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.”

Notice how the first sentence begins with "My hometown..." a few spaces to the right of the paragraph edge. This is an indentation. All paragraphs in English **MUST** begin with an indentation.

4] Spelling

5] Grammar

6] Diction, i.e., the choice and use of words and phrases in speech or writing; synonyms include phraseology, wording, language, usage, vocabulary, terminology, expressions, idioms. One thing to remember here is that in formal writing, such as law review writings and legal briefs, you should avoid the use of contractions, such as “don’t” or “isn’t” it a lovely day. Spell it out, for example, “She is” mad instead of “She’s mad.”

7] Bluebook rules must be followed. As to the use of *supra* and *infra*, please be cautious. I will excuse use of these two rules. It is a cumbersome rule, but it is essential since articles written for a law journal will have to follow the *supra* and *infra* rules. Remind me to provide you a synopsis of the salient rules that apply to your work product.

8] Footnotes must be otherwise properly cited, using the Bluebook rules [NOT the APA or MLA style rules!]. This is a law school paper that requires legal analysis, not a social science report. The standard format follows typical law journal articles. Social science statistics and information is obviously useful in proving your point.

9] Footnotes must be sufficiently numerous to support your claims. A rule of thumb is that each page should have a minimum of four sources/footnotes.

10] Be sure to avoid plagiarism since your article is subject to review by use of a plagiarism app.

11] Use appropriate transitional words to segue into a new paragraph [to make a transition without interruption from one activity, topic, scene, or part to another, e.g., he segued smoothly into the next topic.]

Analysis/Concluding Observation: Your analysis or concluding observation is your way of "wrapping up" the information presented in your paragraph. It should explain why the evidence supports your claim and why this supports the main thesis in your paper. Do not repeat evidence previously cited.

It's important to end with your own analysis of the information rather than with evidence. The use of the contraction "It's" is ok here since this is not formal writing! Avoid contractions in your law school article.

The words used in the conclusion keeps you "in control" of the paper. This gives you an opportunity for originality, your thoughts on the subject. If you end with evidence, you're emphasizing ideas from your sources rather than using your own thought process. The reader relies on you to analyze the evidence in the paragraph and explain why it matters to the claim and to the rest of the paper.

Here are some examples of weak and strong analysis/concluding observation sections:

Analysis that is really evidence (weak): Experts at Duke University's School of Medicine agree that soy milk is a healthy choice.

Analysis that doesn't relate evidence to claim and thesis statement (weak): Soy milk therefore prevents disease.

Analysis that explains why evidence supports the claim and why this is important to the paper's thesis (strong): The disease-fighting and health-promoting components of soy milk have the potential to change people's health and to improve their lives by affecting both cholesterol and weight. This makes soy milk an important factor in heart health, so people should consider switching to soy milk.

More specifically, as to this course, the purpose of this seminar paper is to study, discuss and research the various issues that confront U.S. Latinos, a population that totals over fifty seven million. Latinos face various issues that develop from their interaction with other Americans, with law enforcement, and with the courts of our nation.

WRITING TOPICS AND GUIDELINES

Review the detailed description of the writing requirement topics and rules. The writing requirement is fulfilled by submitting a paper with one-inch margins in WORD, double-spaced, and in 12 point Times New Roman font. The minimal length with footnotes is 22 pages and as many as 30 pages. *A 21-page paper will be immediately deemed unsatisfactory.*

The paper should contain generally an average of four footnotes per page. Follow the rules dictated by the Harvard Blue Book. The footnotes will be done in 10 point Times New Roman font single-spaced. You will get a head start on the format by looking at law reviews in major journals like Harvard Law Review and the Yale Law Journal. You can also obtain an idea by reviewing articles that I have written. I recommend Salinas, Deportations, Removals and the 1996 Immigration Acts: A Modern Look at the Ex Post Facto Clause, 22 B. U. INT'L L.J. 245 (2004), an article that addresses the constitutionality of the deportation of authorized resident aliens for convictions that occurred before the 1996 passage of the immigration act.

Since your research is subject to a plagiarism check, I require an electronic copy by the deadline through my e-mail listed above. As a result, be sure that you paraphrase source material and that you footnote every informational section which you have borrowed from another writer.

In addition, you must follow the Bluebook rules as to when you use or do not use the terms *see* or *see generally*. If the information you provide is substantially similar to the substance of what you have interpreted from the case or law review you are citing, e.g., then there is no need to list *see* or *see generally*. If it is identical, you probably should use quotation marks for those exact words.

Also, review the Harvard Blue Book 19th or the current 20th edition before you begin your research so that you get the information you need in order to have a correct and complete footnote.

Since this is a law school graduation requisite, I will grade accordingly. Incomplete, inadequate and sloppy research cannot and will NOT be granted a grade above an F. If you provide me a draft two weeks before the deadline, I will review the copy with you to determine if form and substance meet minimal requisites for a seminar paper. If not, the writing requirement paper will be rejected and you will be given only three additional days from the designated deadline to submit a corrected copy.

To avoid a finals period panic, take into consideration that you have all semester long to research and complete a well-developed article. You also need to enjoy your Spring Break [9 straight days with the weekends!] completing your Research and Writing that. Please do not take this requirement lightly as it could delay your graduation and/or scheduled bar exam.

The History of Latinos and the Law

I have over forty years' experience in the study of Latinos and the Law. As President of the Chicano Law Students Association at the University of Houston in 1971, I advocated for the creation of a seminar class on the then politically correct topic of Chicanos and the Law. Although unsuccessful in my initial efforts, I returned to Houston as an experienced civil rights lawyer and taught the first lecture course in the nation as well as a seminar at my law school alma mater in 1975. Courses were taught in both the political science department

and at the law school. I have taught this seminar at Texas Southern University's TMSL since January 2001.

Today, the need for inclusion of Latino civil rights issues in American universities has increased in a manner equivalent to the incredible growth of the population, estimated in 2015 to be at 57 million. More specifically, the purpose of the seminar paper is to study, discuss, and research the various issues that confront U.S. Latinos. Latinos face various issues that develop from their interaction with other Americans, with law enforcement, and with the courts of our nation.

Regardless of ethnicity or race, those interested in practicing law or working with this growing population will benefit from the knowledge gained in this course. The ultimate goal is that all Americans find themselves on a balanced playing field not only in society but also in the courts and in the legislative bodies of the nation. Hopefully, those exposed to the material in Latinos and the Law will also come to appreciate that people of Latino descent are Americans who simultaneously love not only their country but also their unique cultural and linguistic qualities. All is also done so that different peoples—Anglo Americans, African Americans, Asian Americans, Arab Americans, Native Americans and US Latinos—learn tolerance, compassion and respect for the rights of others to practice their cultural traditions, including their language rights, without fear of reprisals or other negative reactions.

By learning some of the history of the Latino/Chicano population and the battles in the courts and in the legislative bodies of the nation, those who successfully complete this course will be in a position to articulate the unique circumstances and needs of the nation's largest minority group, which comprises 17% of the US population.

Grading

Course Grade will be determined as follows:

1. Each student will be expected to participate in and provide relevant class discussion. Failure to participate will result in a deduction of a point for each violation.
2. A midterm Scantron exam worth 30 points will be administered on Wednesday, Mar. 21, 2018 during class in Room 211. Take good notes. The exam will cover the lectures and the content of the book US Latinos and Criminal Injustice. The exam will include T/F and Multiple Choice Questions.
3. The required writing assignment counts for 70 points. The electronic copy in Word is due by email on or before May 4, 2018.
4. A failing overall grade is any score below 60 total points.

Accommodations

If you require special accommodations, please fill out the necessary forms with the Dean's office. Your application and documentation will remain confidential. Your prompt attention will allow the law school to accommodate you, as soon as it has been made aware of your situation. Please see:

http://www.tsulaw.edu/student_affairs/docs/2011-2012AccommodationsHandbook.pdf

Participation, Attendance & Professionalism

Attendance policy: See student manual regarding school policy regarding attendance for the number of absences permitted. Arrival to class once the lecture or discussion of topics begins will be classified as an absence, although I will permit you to remain in the classroom.

The Student Rules and Regulations do not provide for excused absences under any circumstance(s).

Students are provided a certain number of absences per class, per semester that may be used/taken for any reason whatsoever. The allowed absences follow this formula: [number of credit hours x 2] – 1, (Example: 2 hrs x 2 = 4– 1= 3 allotted absences for a two hour course).

Once the allotted number of absences are exceeded, a student's grade may be reduced. To this affect, a list of each student's name and the number of absences is submitted to the Office of the Dean at the end of each semester. As such, a scale is applied in order to calculate the grade reduction so that the rule is implemented in a uniform manner.

Arrival to class once the lecture or discussion of cases begins will be classified as an absence, although I will permit you to remain in the classroom. If you come in late, check to see if you made it before I began the lecture.

Academic Calendar

SPRING SEMESTER 2018 (SEVENTY DAYS OF CLASSES)

First Day of Class Monday January 8, 2018

M L K Holiday (No Classes) Monday January 15, 2018

President's Day Holiday (No Classes) Monday February 20, 2018

Mid Term Examinations Mon – Fri March 6–10, 2018

Spring Break Mon – Fri March 13 – 17, 2018

Good Friday (No Classes) Friday April 14, 2018

Last Day of Classes Wednesday April 26, 2018

Last Day to Drop a Class Wednesday April 26, 2018

Final Examinations Mon- Fri May 1 – May 12, 2018

Policies & Procedures: Please reference the Thurgood Marshall School of Law Student Rules and Regulations Handbook.

Student Learning Outcomes (SLOs)

By the end of the semester, students will be expected to have accomplished the following SLOs:

The Evolution of the US Latino Population

The Legally White, Socially Brown Latino: Anti-Latino Discrimination, Whites and identifiable minority groups in the context of equal protection

Hate Crimes in the Latino Community

Reactions to the so-called Latino Threat

The importance of US history and the role of Race, Ethnicity, and Poverty in shaping our criminal and civil rights jurisprudence

Racial Profiling by Local Police Officers and the 14th amendment equal protection

The 4th Amendment unreasonable seizure implications of a Stop & Frisk or Reasonable Suspicion detention

The stops based on stereotypes such as one's ethnic appearance; the "illegal" alien profile; the Terry v. Ohio brief detention for investigation

Undocumented Aliens Have Civil Rights

The 287 (g) Program Agreements & Local Government Enforcement of Immigration Laws –a Dangerous Mix?

Joe Arpaio: The Classic Racial Profiling Abuse

Stopping the "right" people, i.e., minorities

Awareness of the Constitution articles dealing with the 5th and 14th Amendments as they deal with due process and equal protection rights of minorities

Immigration Enforcement Efforts: Racist and Abusive Immigration Policies

Deportation Operations from 1930—2010

Awareness of the Constitution articles dealing with the ex post facto rights of immigrants/resident aliens as they are impacted by the 1996 immigration acts, AEDPA & IIRIRA.

The Bracero Program

The Dream Act—a legal right or a policy issue—America’s Dilemma with Child Immigrants

Police Use of Excessive and Deadly Force: Ruben Salazar (1970); Twelve-Year-Old Handcuffed Boy Santos Rodriguez, Dallas, Texas (1975) ; The Shotgun Killing of Richard A. Morales (1977); Joe Campos Torres Drowning, Houston (1977); Luis Alfonso Torres (2002); Anastasio Hernandez-Rojas, Death in Border Patrol Custody (2010).

Inequality in the Formation of Grand and Petit Juries

The Landmark Case: Hernandez v. Texas, 347 US 475 (1954), the class apart

US Latinos have an Equal Protection right to be free from exclusion from Juries

Discrimination by “Mexicans against Mexicans”—Castaneda v. Partida (US 1977)

The Good News—Batson v. Kentucky--Equal Protection and Due Process in the Formation of the Petit Jury

The Bad News—Hernandez v. New York—Language as a Justification for Ethnic Discrimination

Systematic exclusion vs Proportional Representation

The Rights of the LEP Proficient Accused in the Criminal Courts

Awareness of the Constitution’s 6th Amendment rights to effective assistance of counsel and confrontation and the 14th Amendment right to being present at trial

The Texas Interpreter Provision, Tex. Code Crim. Proc. Art. 38.30 and the Federal Interpreter Act, 28 USCS § 1827

The ABA Language Access to Justice Plan

Can a Monolingual Jurists Effectively Assess Whether an LEP Accused Understands Sufficient English to “Confront” Witnesses under the 6th Am

Latino Victims of Denials of Due Process

Due process of law:

- **Tex Code Crim Proc art 2.01, the DA’s duty to see that justice is done;**
- **The prosecution and hanging of Chipita Rodriguez, Tx 1863;**
- **Lynchings and the Outcome of State v. Gregorio Cortez—Tx 1901;**
- **The Decision to Prosecute on the Basis of Insufficient Evidence, People v. Zammora, the Sleepy Lagoon Murder Case—1942;**

- California’s “Judge” Gerald S. Chargin and Hitler’s Theory Regarding Mexicans (1969)
- *Aldape Guerra v. Texas*, the “Let’s Go After the Survivor” Case—1982
- Christopher Ochoa and the Austin, Texas Police Department—Sending an Innocent Man to Prison for Life [1980s];
- Race and the Criminal Justice System: Hispanic Status as a Basis or Justification for Deeming Victor Hugo Saldana in Texas [US 2004] a Continuing Threat to Society and Eligible for Execution
- Race and the Criminal Justice System: Reference to Latino Status or Stereotype of Latinos During Jury Deliberation in a Criminal Case, *Pena- Rodriguez v. Colorado* [US 2017]

The role of Latino and Latina Civil Rights Leaders

The role of civil rights organizations in the making of law—LULAC, the American GI Forum, MALDEF, PRLDF aka LatinoJustice, and the National Council of La Raza (NCLR), now known as UnidosUS.

Employment Discrimination Issues: Coverage under 42 USC 2000d, 42 USC 2000e, 42 USC 1981, 42 USC 1983

Employment Discrimination Issues: Prohibition of Speaking Spanish at Work—Terminations Based on this Activity.

Voting Rights Issues: The Voting Rights Act of 1965, amended in 1975, 1982, and 2006 [42 USC 1973] [Sec 5]

Voting Rights Issues: The 2010 Census and Redistricting, *Perry v. Perez* (US 2012)

Latino Educational Neglect: What is the Constitutional Remedy?

The Pedagogical Basis for Language Segregation of Latino Children: Sound Policy or Junk Educational Theory

The Classification of Latinos as Whites for Integration Purposes [Keyes, US 1973; *Ross v. Eckels*, 5th Cir. 1970]

Bilingual Education and *Lau v. Nichols*: Barriers Established Along the Way and Ending in *Horne v. Flores*, US 2009.

Reading and Topic Assignments

Week 1

1/8 Introduction to Latinos and the Law: The writing requirement component of the class.

Depiction of Mexicans and other Latinos via media, e.g., The Bill Dana Show in the 1950s in which Dana portrays Jose Jimenez by exaggerating his English linguistic disability, <https://www.youtube.com/watch?v=x1MOLzFpqrU>; I Love Lucy, Lucille Ball and Desi Arnaz aka Ricky Ricardo; From Hell to Eternity, the story of Guy Gabaldon, an American WWII hero.

1/10 Review of syllabus, midterm exam coverage, and the writing requirement component of the class; discussion and assignment of research topics for Latinos & the Law.

Week 2

1/15 MLK—I have a dream! –Holiday Observance of this great leader

1/17 No class –ICE!! Must be made up.

Week 3

1/22 A Class Apart –DVD video

1/25 Discussions of separate topic ideas and research obligations with 20 students in class

Week 4

1/29 Discussion of the Latino History, beginning with the Conquest and the coming of Mexicans to America

1/31 Discussion of the Latino History, and the role that Alonso Perales and other civil rights leaders had on the advancement of the Latino community

Week 5

2/5 Adriana Ramirez, TMSL Lexis rep, will make a research presentation and answer your questions on how to use the Lexis Advance research program; have your topic questions ready to have our Expert show you how to utilize Lexis Advance to make an “A” paper

2/7 Coverage of the course Text, US Latinos and Criminal Injustice, MSU Press, 2015, chapter 1. History and Evolution of the U.S. Latino Population, pgs 3-14

Week 6

2/12 chapter 2. The Legally White, Socially Brown Latino, pgs 15-28

2/14 chapter 3. Anti-Latino Hate Crimes, pgs 29-45

Week 7

2/19 chapter 4. Reactions to the Latino Threat, pgs 47-64

2/21 chapter 5. Racial Profiling of U.S. Latinos by Local Police Officers, pgs 65-84

Week 8

2/26 chapter 6. Abuses Resulting from Fed. Immigration Enforcement Efforts, pgs 87-104

2/28 chapter 7. State and Local Police Deprivations of Latino Civ Rts, pgs 107-146

Week 9

3/5 chapter 7. State and Local Police Deprivations of Latino Civil Rights, pgs 107-146

3/7 chapter 8. Inequality in the Formation of Grand and Petit Juries, pgs 147-170

Week 10—Spring Break—Mar.12-16, 2018

Week 11

3/19 chapter 9. The Rights of the LEP Proficient Criminal Accused, pgs 171-194chapter

3/21 chapter 10—Latino Victims of Denials of Due Process, pgs 195-242

Week 12

3/26 chapter 11. How Mass Incarceration Underdevelops Latino Communities, Prof. SpearIt, pgs 243-260

3/28 Midterm Multiple Choice Scantron Exam (30 points) in Room 211 [1:50-2:55 PM]

Week 13

4/2 1965 Voting Rights Act, Shelby County v. Holder, 133 U.S. S.Ct. 2612 (2013), Holding Unconstitutional Sec. 4 of the Voting Rights Act

4/4 Latinos and Voting Rights Law—Redistricting Issues

Week 14

4/9 Latino Educational Neglect—Public Education

- A. The Mexican Schools, Compulsory Education, and the No Spanish Rule**
- B. The Language Pedagogical Basis for Segregation—Salvatierra ruling in 1930**
- C. The Classification of Latinos as Whites for Integration Purposes [Keyes 1973; Ross v. Eckels, 1970]; US Dist. Judge Ben Connally, “Content to be white, but now that the shoe begins to pinch,” all of a sudden they want to be considered separately**

4/11 Latinos and Equal Educational Opportunity

- A. Arvizu v. Waco ISD; Zamora v. New Braunfels: Dallas & Austin ISD Cases**
- B. Lau v. Nichols, Bilingual Education; English as a Second Language [ESL]; The Immersion Method**
- C. Ethnic Studies—Why Have These Programs?**

Week 15

4/16 Linguaphobia—Why Does the Spanish Language Provoke Irrational Fears and Anger Among Certain Individuals?

4/18 “Sowing the Seeds of Justice,” Video of the Career former California Supreme Court Justice Cruz Reynoso, a Professor of Law Emeritus at California-Davis School of Law. In 2000, President Bill Clinton honored Cruz Reynoso with a Presidential Medal of Freedom, the country’s highest civilian honor, for his lifelong devotion to public service.

Week 16

4/23 Showing of *The Killing of Randy Webster* movie that portrays the role of the DOJ and Prof. Salinas as an Asst Fed Prosecutor in a HPD Police Cover-Up of a Shooting

4/25 Last Class: Finish *Randy Webster* Movie and Discuss Final Writing Requirement Details before Articles are Electronically Submitted on April 27, 2018 by 5 PM.