

# UNIVERSITY OF TEXAS EL PASO

## COURSE INFORMATION

CHIC 4301 -- CHICANO LEGAL HISTORY

POLS 4325 – SPECIAL TOPICS IN LAW AND POLITICS

**CRJ 4300 – SELECTED TOPICS IN CRIM JUSTICE**

Term: Spring 2024

Meeting time and date: Thursdays 6:00 – 8:50 p.m.

Delivery Method: In Person with option to teach by Zoom when announced

Location: LART 308

## INSTRUCTOR INFORMATION - RAYMUNDO ELI ROJAS, J.D.

Written Communication: via email to [re Rojas@utep.edu](mailto:re Rojas@utep.edu) or text, I send broadcast announcements via Blackboard, but please do not message me through Blackboard.

Phone Number: (915) 747-5462 (Chicano Studies – leave messages only) but I prefer message to my cell phone

Office Location: Graham Hall, 2<sup>nd</sup> floor – Chicano Studies (this is really the location of my box. I don't have an office)

Fastest Way: Mobile: (915) 801-5915 (can receive text) (**see rules regarding texts below**)

- My box is located at Graham Hall, 2<sup>nd</sup> floor (checked only a few times a semester) – do not leave something for me without notifying me via text or email.

Office Hours by Appointment or before and after class 5:-45-6pm Thursday; 8:50 – 9:30 PM Thursdays. Virtual meetings optional.

**1. Course Description:** The legal history of the Chicano(a) community contains the struggle for civil rights, social justice, and equal protection of the law. We will discuss education, employment, housing, segregation, police misconduct, immigration, administration of justice, voting rights, social service, residential segregation, school segregation, among other topics while applying legal theories such as Critical Race Theory and Critical White Studies, both of which we will devote a substantial focus. We will review the legal structure that gives the constitutional and statutory background, together with primary cases. We will also look at some cases that occurred in El Paso, as well as other legal observations.

**2. Raymundo Elí Rojas** is an rebellious lawyer in El Paso and Las Cruces who attended the University of Kansas School of Law. He received his B.A. from UTEP and is an activist for people of color in El Paso. He is the founder of the Kansas City Worker Justice Project and is a former executive director of Las Americas Immigrant Advocacy Center. He has worked in the fields of immigration; employment; criminal law, and wage and hour. He was a Senior Prosecutor at the District Attorney's office in Las Cruces. He has also served as a community organizer and Open Government advocate. Rojas is a co-founder and former president of the Immigration Defense Bar of El Paso and on the steering committee for the El Paso chapter of the National Lawyers Guild. He is a co-founder of Raza Organize! and the El Paso Chicano History Project. He is also the regional Co-Vice President for the Texoma Region of the National Lawyers Guild.

**3. Advisor:** I am the advisor for two student organizations at UTEP: **MECHA or El Movimiento Estudiantil Chicano(a)x de Aztlán** is a student civil rights organization that dates back to 1968 and has a rich history of fighting social and political justice as well as for human rights. The **Chicano(a)x Pre-Law Society** is a **pre-law** student and community organization that seeks to help people of color get into law school as well as teach them leadership skills that they can use in their professional careers. For information on joining, please see me.

**4. Class Facebook group:** I create a Facebook group for the class each semester. I post interesting articles and events. It is also a way to keep in touch. Joining is voluntary, not mandatory.

**5. Course Communication:** How we will stay in contact with each other. Here are the ways we can keep the communication channels open:

Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person, however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.

Email: Please see above regarding UTEP e-mail. Since I am a part-time faculty, I don't check this email every day. It is best to text me to inform me you email me. Do not text me to tell me you email me bullets or assignments. I will make

every attempt to respond to your e-mail as soon as possible. When e-mailing me, be sure to email from your UTEP student e-mail account. I only teach this class so there is no need to put the course number in your email or subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

**6. Contact with Professor, especially by text:** I am a lecturer and not a full-time professor. My day job is a full-time attorney. I can also receive texts, **but please limit your text to small text messages**. I will not read long text messages, but will simply reply: “To long. Please call me.” Please do not be offended, but please understand I am not 15-years-old and prefer to talk directly with you if the conversation needs to be a long one. Please preface your texts with your name (e.g., “Hi its Jose Gomez from you Chicano Legal History class.”). I will respond to text received without identification: “Please see syllabus #5.” All abuses of text, including, but not limited to threats, pretending to be other students, will be reported to the Dean of Students and the UTEP Police.

**7. Socratic Method:** This class uses Socratic Method for instructions. Because of the use of this method, I do not allow use of cell phones, iPods, tablets, or any other electronic devices during class. I will ask students who fail to comply with this directive to leave the classroom and I will confiscate their devices. **About Socratic Method:** is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presumptions. It is a dialectical method, involving a discussion in which the defense of one point of view is questioned; one participant may lead another to contradict themselves in some way, thus weakening the defender's point. This method is named after the Classical Greek philosopher Socrates and is introduced by him in Plato's *Theaetetus* as midwifery (maieutics) because it is employed to bring out definitions implicit in the interlocutors' beliefs, or to help them further their understanding. You may feel that I never say a direct statement. Instead I ask questions and may follow your statement with a question. Please do not be offended if I try to draw the critical thinking out of you. At times it may appear condescending, but please don't be offended.

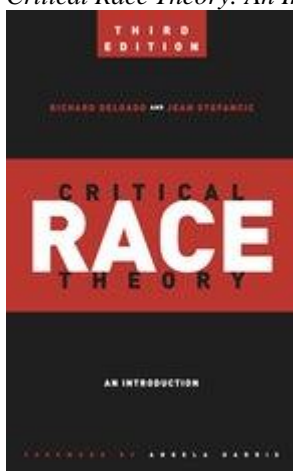
**8. Tablets and laptops** are allowed as long as they display the class readings and you are not surfing, playing games, or on social media. You will receive one warning if laptops or tablets are abused. I prefer you not to have your readings on your phones.

**9.** All students are expected to take exams when scheduled and or turn in papers when due. Attendance and participation are factored into your grade. Documentation for an excused absence will be required in order to make up quizzes or exams. **Late take-home exams will NOT be accepted. The hall pass cannot be used for exams.** If you are absent the day the paper is due, you need to turn it in beforehand.

#### **10. The textbooks**

▲ Blackboard: *Mexican Americans and the Law* by Reynaldo Anaya Valencia et. al. University of Arizona Press, 2004 (you must print out the sections for class) – this will be posted chapter by chapter;

▲ *Critical Race Theory: An Introduction* by Richard Delgado et. al., 3<sup>rd</sup> Edition (a.k.a. “CRT”)



▲ **For Every class, please bring your CRT book and a copy of your Blackboard readings. Your readings should be printed or available to you as a digital copy.**

**Purchase of the textbook is mandatory.** If you have not purchased this book by the 3<sup>rd</sup> class, I will drop you.

**11. Attendance:** This class meets Thursdays from 6-8:50 pm. We will take breaks around 7:00 pm and 8:00 pm. In accordance with university policy, class attendance and participation *are mandatory*. According to UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

**Because this is a once-a-week class and a class for juniors and seniors, attendance enforcement is stricter than most classes. In my opinion, attendance should not be an issue for juniors and seniors.** Remember, missing one class, although once-a-week class, is equivalent of missing an entire week if the class met three times a week. I take attendance in Blackboard. The midterm will take up on hour in class and I will take attendance in the second hour of that class. If you arrive late to class and do not hear me take attendance, you should assume you missed the roll call and you were marked *marked absent*. It is your responsibility to let me know you are present during the subsequent class break. Each day of class attendance is added into the equation toward points for participation. When absent, you do not get these points.

**12. Leaving early:** If you leave class early without notifying me, I will mark you absent.

**13. Excused and unexcused absences:** More than two unexcused absences *may* result in being dropped from the class but it is my discretion. **\*\*More than three absences, excused or unexcused, may result in being dropped from the class at my discretion.\*\*** Because it is at my discretion, if you stop attending class, **do not rely on me to drop you**. After the drop deadline, I will drop students only after considering a request from the student. **I will not drop you if you cease attending class**. To be excused, I must be informed of your absence before class (before 6:00 pm) via e-mail at [rerojas@utep.edu](mailto:rerojas@utep.edu) or text. To be excused after-the-fact, some type of written documentation excusing your absence will be needed. When texting, please text this, “Your name, I will be unable to attend class today....” and please send the text BEFORE 6:00 pm.

**14. Bullet Points of Reading:** This class involved deep reading of the texts so your reading assignments are crucial. Bullets at the beginning of each class. Your bullet points will be five main points you got out of a readings. **Failure to turn in bullets will result in a negative .5 point. You must bring the bullets to each class for the reading that will be lectured upon. If I ask you to take out your bullets and you don’t have them, you will not be given credit for those bullets (-.5 point).**

**15. Participation:** Since I use Socratic Method, students must be prepared to be called upon to describe and discuss the readings and answer questions. I usually call upon three students per hour and you should expect to “be up” for the entire hour. **This is your participation that will be factored into your final grade.** Your participation will begin at “15” and may lose participation point if you are not prepared. Nevertheless, for extra points, although not a full point, you may still participate and receive points even after I have called upon you. Please do not fear me calling on you and see it as a conversation with me. You do not have to agree with the readings or myself. Be aware I can call on you even if you are not present so, if you are absent without an excuse, keep this in mind as you may gain a negative one point. If I find a substantial number of students unprepared to discuss the reading in class, I will give a pop quiz.

**16. Dropping:** This semester, the last day you may drop this class with a grade of automatic withdrawal (“W”) is April 1. The last day of my class is the Last Day of Classes, Dec. 5. I have a “no questions asked” drop policy for drops after the drop deadline. However, you must request the drop in writing, and it must be before final grades are posted.

**17. Grading Criteria and Course Evaluations:** Based on participation, extra credit, bullet points, quizzes, and exams. **Every student starts off with an A in my class. This means on Class 1, you have 100 points.** Depending on your grades in each of the items below, I will subtract the numerator from the 100.

Quizzes	15
Participation and Attendance	20
Call Day	7
Midterm	30
Take home 15	
In class exam 15	
Final	28

90 – 100 pt = A

80 – 89 pt = B

70 – 79 pt = C

60 – 69 pt = D

59 or below = F

**18. A. Extra Credit:** You can earn 10 points by attending 10 Chicano(a)-related academic event like a lecture, film, reading, etc. ALTERNATIVELY, you can get 10 points for volunteering 20 hours with an activism or community service, preferably organizing-based organization. Recommended:

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| <ul style="list-style-type: none"> <li>▲ Paso Del Sur/Save Duranguito</li> <li>▲ Lincoln Park Day</li> <li>▲ Border Network for Human Rights,</li> <li>▲ Sin Fronteras Farmworker Center</li> <li>▲ Opportunity Center for the Homeless</li> <li>▲ Diocesan Migrant and Refugee Services no Estrella de El Paso</li> <li>▲ Las Americas Immigrant Advocacy Center</li> <li>▲ Dame La Mano, Reynolds House, Center Against Family Violence</li> <li>▲ Any event on the UTEP Hispanic Heritage</li> </ul> | <ul style="list-style-type: none"> <li>Celebration Calendar</li> <li>▲ Rescue Mission of El Paso</li> <li>▲ Chicano(a) History Project (ask me)</li> <li>▲ Honest, Open, and Transparent El Paso</li> <li>▲ YMCA – volunteer coaches in soccer, basketball, and volleyball (one night a week practice and one game on Saturday)</li> <li>▲ Any detained-migrant advocacy organization.</li> </ul> |
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B. I also give 5 points for a family tree (more on this later). I will give instructions on this later.

C. I will give up to 8 extra-credit points (one per class) to students who place their cell phone on the front table during class. Please sign the “in and out” sheet.

**19. Academic dishonesty (AD) (Plagiarism)**

**I do report plagiarism to the Dean of Students. This includes deliberate and accidental plagiarism. It is not my job to decipher if you plagiarized deliberately or accidentally (“left out quotation marks”). I simply report it to the Dean of Students for his office to decipher and rule upon.** UTEP prohibits academic dishonesty (AD) and considers AD a violation of the UTEP Handbook of Operating Procedures (HOP). AD includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, purchasing term papers online, possessing unauthorized material during a test, using work in a paper or assignment for

which the student had received credit in another course without direct permission of all involved instructors, or falsifying research data. **Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own.** This includes passing purchased on-line papers as one's own or including/copying passages from books and research material without proper quotation marks and/or citations. This also includes summarizing or paraphrasing a source without giving proper citations. Collusion involves collaborating with another person to commit an academically dishonest act. The university and I will not tolerate any attempted act of AD. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please consult the HOP at <http://hoop.utep.edu> for the complete UTEP policy on academic dishonesty. You may also consult with the Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648. **Use of Plagiarism Detecting Technology:** Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

**20. Accommodations:** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services located in the Student Union Building East, Rm. 106, by telephone 747-5148, or by electronic mail [cass@utep.edu](mailto:cass@utep.edu). If you have a condition that can cause your ability to exit safely from the premises in an emergency, or that may cause an emergency during class, you are encouraged to discuss this in confidence with me and/or the director of the center. Upon request, I can make seating accommodation for “better hearing” purposes for persons who are hard-of-hearing or -vision but who may not have an official disability. **Pregnant and Parenting Students:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

**21. Attention Graduate Students and Honors Students:** Please see me to discuss requirements your graduate adviser may require for this course. Students wishing to receive honors credit must speak with me, as I require religious devotion, punctuality, and attendance to this class.

**22. Hall Pass:** UTEP students are typically involved in their family and church, working full time, and going to school full time. Please realize we are all in the same boat. However, I frequently get the same excuses on why something was not turned in, or why a student missed a class. Rather than hear them, I will give you one “hall passes” at the beginning of the semester. You can use to excuse an absence (as long as you do not miss more than three classes). If you lose your pass, I will not give you another. You cannot use this to make up a quiz, final, or midterm exam in which you did not bring to my attention before hand. *See attendance policy #11.*

**23. Technology Requirements:** Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions. **IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

- 24. Illness Precautions:** Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.
- 25. Safety Measures for Face-to-Face Programming:** The University will continue to focus on the well-being and health of all campus visitors by following CDC, state, and regional guidelines. For complete information and specific details on UTEP resuming on-campus operations and instruction, please visit <https://www.utep.edu/resuming-campus-operations/>. **Best practices to minimize risk to yourself and others include:** Getting vaccinated against COVID-19, Wearing a face covering if you are not fully vaccinated, Self-monitoring for symptoms and staying home if you are ill, Frequently washing and sanitizing hands. **Also, remember:** If you are exposed to COVID-19, follow CDC guidelines. If you test positive for COVID-19, please isolate per CDC guidelines. **COVID-19 Precaution Statement:** Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you have tested positive for COVID-19, prior to, after, and/or during your time enrolled in your course(s), you are highly encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu) as well as to let our office know at [ppp@utep.edu](mailto:ppp@utep.edu). The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that we can take care of ourselves and others is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

Although unlikely to occur, if COVID-19 rates rise substantially, I reserve the right to move the remaining classes to Zoom.

- 26. Make-up work** will be given *only* when an absence was excused or a hall pass is used. Note that make-up work may be in a different format than the original work, may require more intensive preparation. If you miss a quiz or exam and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me — in advance if at all possible — and explain with proper documentation why you missed a given course requirement.
- 27. Incomplete Grade Policy:** Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.
- 28. Guidance on Artificial Intelligence:** AI prohibited. Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR). AI allowed only with prior permission from instructor. Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **only allowed with approval from the instructor BEFORE being used**. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools. If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:  
Chat-GPT(version). Date of query (year/month/day). “Text of your query.”

Generated using OpenAI. <https://chat.openai.com/>

In any use of AI, a short paragraph describing how the tool(s) was/were used for the assignment must be included.

AI allowed with proper acknowledgement

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **only allowed with proper attribution given for its use**.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.”

Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

Using AI for brainstorming: Some AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use. That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

29. Where you can go for assistance. UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit [https://www.utep.edu/advising/student\\_resources/student-success-resource-hub.html](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html).



30. [Texas Senate Bill 17](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

**Chicana(o) Legal History – Raymundo Rojas**

Date	Date	Readings
Jan. 18	<p><b>Class 1</b>            What is a Chicano? What is legal? What is “racism”?            Why Am I So Brown? Why are you Black?            Introduction to Critical Race Theory: What is Critical Race Theory – Early Origins – Relationship to Other Movements – Principal figures – Spin off Movements – Basic Tenants – How much Racism is there in the World? – Miscegenation: What Is It? What Does it Tell us?</p>	<ul style="list-style-type: none"> <li>• <i>Loving vs. Virginia</i> (<b>Reflection 1</b>)(6) (Blackboard)[3]</li> <li>• <i>Critical Race Theory: An Introduction</i>, read forward by Angela Harris;</li> <li>• Chapter 1 Introduction [8] (<b>Bullet 1</b>),</li> <li>• Chapter 2 to pg. 34 (<b>Bullet 2</b>)</li> <li>• <i>Mexican American and the Law</i>, p. xv – xx (do not read “Structure of this book”)[4] and Ch. 1, p. 4-5 [1]</li> </ul> <p>45 PAGES</p>
Jan. 25	<p><b>Class 2</b>            Who Discovered America? “Land, Possession; U.S. Courts; Doctrine of Discovery; The Criminal Justice System: 14<sup>th</sup> Amendment Equal Protection and Jury Exclusion; <i>Hernandez v. Texas</i>; <i>Hernandez v. New York</i>; Voluntary Confessions and the Fifth Amendment Right against Self-Incrimination; <i>Miranda v. AZ</i>: 6<sup>th</sup> Amendment Right to Legal Counsel; <i>Escobedo v. Illinois</i>.</p>	<ul style="list-style-type: none"> <li>• <b>Blackboard</b>: “How to Read a Case,”</li> <li>• <i>Property</i>, Krier, “First Possession: Acquisition of Property by Discovery, Capture, and Creation” and “Doctrine of Discovery” [14]</li> </ul> <p>Mexican Americans &amp; the Law: Ch. 1, pg. 10-13 Legal Construction of</p>

	<p>Racial Standing and White Privilege</p> <p><b>Legal Story Telling and Narrative Analysis</b> – Opening a Window onto Ignored or Alternative Realities – Counterstorytelling – Cure for Silencing – Storytelling in Court – Storytelling on the Defensive</p>	<p>Mexican American Identity – <i>Hernandez v. Texas</i> (1954) – Other Legal Protections [4](<b>Bullet 3</b>)</p> <p>Mexican Americans and the Law, ch. 8 “The Criminal Justice System (<b>Bullet 4</b>)[16]</p> <p>[35]</p>
Feb. 1	<p><b>Class 3 – Quiz 1</b></p> <p>Gender and the Law: Reproductive Rights; <i>Madrigal v. Quilligan</i>, Sexual Harassment and Other Workplace Discrimination; <i>EEOC v. Hacienda Hotel</i>;</p> <p>White Privilege; Chicanos as White;</p> <p>Looking Inward – Intersectionality – Essentialism and Anti-essentialism – Nationalism versus Assimilation – Racial Mixture.</p> <p>Power and the Shape of Knowledge – The Black-White Binary – Critical White Studies – Other Developments: Latino and Asian Critical Thought, Critical Race Feminism, LGBT Theory</p> <p>Critiques and Responses to Criticism – “External” Criticism – “Internal” Criticism – The Activist Critiques – Critique of the Intellectual Heart of the Movement – Critical Race Theory as a Method of Inquiry in New Fields and Countries</p>	<p><u>Blackboard:</u></p> <ul style="list-style-type: none"> <li>• “Derick Bell’s Rules of Racial Standing” [1]</li> <li>• Peggy McIntosh: “Unpacking the Invisible Knapsack” [4] <ul style="list-style-type: none"> <li>• (Include in <b>Reflection 2</b> for Peggy McIntosh List and Derick Bell reading)[1];</li> </ul> </li> </ul> <p>CRT: Chapter 3 [12] (<b>Bullet 5</b>)</p> <ul style="list-style-type: none"> <li>• Mexican Americans and the Law: Ch. 3, p. 41-54 Gender and the Law [13](<b>Bullet 6</b>) [pgs. 56]</li> <li>• Possible film: <i>Hernandez v. Texas</i></li> <li>• <i>Critical Race Theory</i>, Ch. 4 [8 (<b>Bullet 7</b>)[12]</li> <li>• <i>Critical Race Theory</i> ch. 5 [11] (<b>Bullet 8</b>)</li> <li>• <i>Critical Race Theory</i>, -Ch. 5 (<b>Bullet 9</b>)[11]</li> </ul> <p>Critical Race Theory Ch. 6 [6](<b>Bullet 10</b>) [44pg]</p>
Feb. 8	<p><b>Class 4</b></p> <p>Critical Race Theory Today – Right-Wing Offensive – Front Burner Issues - Identify</p> <p>Brief History and Mexican Americans and the Law; School Segregation: Analysis of <i>Alvarado et. al. v. El Paso Independent School District</i> – UTEP beginnings;</p>	<p>Critical Race Theory Ch. 7 (<b>Bullet 11</b>)[14]</p> <p>Critical Race Theory Ch. 8 [18] (<b>Bullet 12</b>);</p> <ul style="list-style-type: none"> <li>• Mexican American and the Law: Ch. 2. Educational Equality: Segregation – <i>Mendez v. Westminster</i> – (<b>Bullet 13</b>) [35pg]</li> </ul>
Feb. 15	<p><b>Class 5</b></p> <p>School Segregation in El Paso</p> <p><b>Litigating Mexican Identity:</b> 1. The Chicano Movement Cases 2. Proving Mexicans Exist</p>	<ul style="list-style-type: none"> <li>• Blackboard: <i>Alvarado v. EPISD</i> (District Court – Session Opinion) 1976 (<b>Reflection 3</b>)[40] [40 pages]</li> </ul>
Feb. 22	<p><b>Class 6:</b></p> <p>No Readings Catch Up</p>	<p>No Readings Catch Up (<b>Reflection 4</b>)</p>



Feb. 29	<p><b>Class 7</b></p> <p>Voting Readings</p> <p><b>Midterm Take Home Essays Handed out</b></p>	<ul style="list-style-type: none"> <li>-Blackboard: See Voting Folder (<b>Reflection 5</b>)</li> </ul>
March 7	<p><b>Class 8:</b></p> <p>Treaty of Guadalupe Hidalgo</p> <p><b>Midterm (lecture continues after exam)</b></p>	<p><u>Blackboard:</u></p> <ul style="list-style-type: none"> <li><i>The Treaty of Guadalupe Hidalgo, Griswold Del Castillo, p. 43-46, 62 – 86 (Bullet 14)</i>[27]</li> <li><i>The Treaty of Guadalupe Hidalgo, p. 87-107 [20](Bullet 15)</i> [47]</li> </ul>
March 14	<p><b>Spring Break – No Class</b></p>	<p><i>No class</i></p>
March 21	<p><b>Class 9: Police Artilces</b></p>	<p>Blackboard: See Police Articles (Reflection 7)</p>
<p><b>March 28</b> (Spring Drop/Wit hdrawal Deadline )</p>	<p><b>Class 10:</b> Eminent Domain, Gentrification, and City Rejuvenation; Immigration Readings</p> <p>Securing the U.S. – Mexico Border; <i>Us. V. Brigoni-Ponce</i>; <i>U.S. v. Martinez-Fuerte</i>; <i>Phy7ler v. Doe</i>; <i>LULAC v. Wilson</i>;</p>	<ul style="list-style-type: none"> <li>Blackboard: “Victimizing the Vulnerable: Demographics of Eminent Domain Abuse” [16](<b>Reflection 6</b>)</li> <li>Blackboard: El Paso City Manager Defends Funds...” [1]</li> <li>Mexican Americans and the Law, ch. 5, Immigration, p.89- 99 [10], 105-113 [17](<b>Bullet 16</b>)</li> </ul> <p>[34]</p>
April 1	<p><b>Drop (Drop Deadline) – Please see Prof. Rojas Drop Policy</b></p>	
April 4	<p><b>Class 11</b> Immigration Readings</p> <p><b>Immigration:</b> El Paso Cases: Bowie High School and Immigration Raids</p>	<ul style="list-style-type: none"> <li>Blackboard: <i>Mendoza v. INS (Bullets 17)</i>[8]</li> <li>Blackboard: <i>Murillo v. Musegades (Bullets 18)</i>[16] [37p]</li> <li>Blackboard: “Marriage Equality in Immigration Law”[2] -“Exclusion and Deportation of Lesbians and Gay Men, HIV Positive” [10](<b>Bullet 19 last two articles</b>)</li> <li>-“Marginalization of Women Under the Immigration and Nationality Laws” [16](<b>Bullets 20</b>) and VAWA [36]</li> </ul> <p>[52]</p>

Apr. 11	<p><b>Class 12</b></p> <p><b>. El Paso Residential Segregation, Voting Rights, El Paso Politics, Disfranchisement of Chicanos</b></p>	<p><b>Watch on YouTube:</b> Racism in America: Small Town 1950s Case Study Documentary Film</p> <ul style="list-style-type: none"> <li>● Blackboard: “The 1957 Election,” (<b>Bullets 21</b>)[31] [50]</li> <li>● Blackboard: “Richard Tellez and the Barrio” (<b>Bullets 22</b>)[16] [66]</li> </ul>
April 18	<p><b>Class 13</b></p> <p><b>El Paso City Council, Districting, Voting Rights Act, YISD</b></p>	<ul style="list-style-type: none"> <li>● Blackboard: “The Chicano in El Paso Politics” (<b>Bullets 23</b>)[13]</li> <li>● Blackboard: “Alicia Chacon Readings (2 articles)” (<b>Bullets 24</b>)[7]</li> <li>● Seattle: Racial Restrictive Covenants Article</li> <li>● Blackboard: Copy of racial restrictive covenant in El Paso (1) [21]</li> </ul>
April 25	<p><b>Class 14</b></p> <p>1957 Election Continued; El Paso Politics; Taking Office</p> <p><i>Affirmative Action – Brief History – Legal Standards for Reviewing AA Programs – AA in Institutions of Higher Learning – Bollinger – State Initiatives – Coalition for Economic Equity v. Wilson; LGBT and Immigration; Immigration and Women</i></p>	<ul style="list-style-type: none"> <li>● Blackboard: “Richard Tellez and the Barrio” (<b>Bullets 25</b>)[16]</li> <li>● Blackboard: “The Chicano in El Paso Politics” (<b>Bullets 26</b>)[13]</li> <li>● Blackboard: “Alicia Chacon Readings (2 articles)” (<b>Bullets 27</b>)[7]</li> <li>(36p)</li> <li>● Mexican Americans and the Law, ch. 7 “Affirmative Action”; p. 134-143 [10], bottom of 150-55 [2](<b>Bullet 28</b>)</li> <li>● Affirmative Action Readings TBA</li> <li>● CRT, Ch. 7, p. 115-120 [5], Ch. 5, 81-82[2], 89-90[1], 118-119[2] (<b>Reflection 7</b>)</li> <li>38</li> </ul>
May 2	<p><b>Class 15</b></p> <p><b>Last Day of Classes – Last Quiz</b></p>	<p><b>Catch Up Lecture</b></p>
Date TBA	<p><b>Final exam</b></p>	