

HISTORY 200: Latina/Latino/Latinxs and the Law

University of Wisconsin-Madison | Fall 2020

Professor: **Marla A. Ramírez, Ph.D.** | E-mail: ramireztahua@wisc.edu



Part 1: Course Information

Office: Via BlackBoard Collaborate | **Office Hours:** Thursdays, 11 am - 1 pm
Lectures: Tuesdays 3:30-5:30 pm | **Location:** Online synchronously (hybrid)

COURSE DESCRIPTION

This course explores court holdings and laws in the U.S. that have impacted Latinas/Latinos/Latinxs. Readings and discussions will focus on the intersection of class, race, ethnicity, gender, sexual identity, and legal status to help us better understand laws in relation to Latina/o/x communities. We will cover court cases and academic articles related to: DACA, hate speech v. free speech, racial profiling, Latina feminisms and forced sterilizations, mass repatriations and formal apologies, schools de-segregation, and undocumented immigrants' constitutional rights.

This is a hybrid class, meaning that all lectures will be online via Black Board Collaborate (BBC): <https://us.bbcollab.com/guest/e5ad7174053e4b1896e9be2bd114139d>. However, there will be four required in-person discussion meetings throughout the semester, see schedule below for details.

COURSE ATTRIBUTES

First Year Interest Group (FIG) | Online Instruction (hybrid classroom)
3 Credits | Sophomore Standing or one class in History
Humanities or Social Science Breadth | Counts as Liberal Arts and Science in L&S

¹ Header Art (from top left to bottom right): *El Muro/The Wall* (2016) by Patricia Espinosa; *La Causa* (2014) by El Moises; *Courageous and Responsible* (2012) by Julio Salgado.

CREDIT HOURS

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, individual consultations with the instructor, and other student work as described in the syllabus. The expectation is that you will work at least 2 hours outside of the class for every hour in the classroom.

MODE OF INSTRUCTION & COURSE MEETING DETAILS

The mode of instruction for this course will be hybrid. Lectures will be synchronous via Black Board Collaborate Ultra (BBCU). However, we will have three in-person meetings throughout the semester (*time to be decided*), see schedule below for details. This is the link for our live course meetings on Tuesdays, 3:30 – 5:30 pm:

<https://us.bbcollab.com/guest/e5ad7174053e4b1896e9be2bd114139d>

OFFICE HOURS

Office hours will also be synchronous via BBCU on Tuesdays from 11 am – 1 pm. Office hours are optional, but you are encouraged to attend office hours when you have questions about any assignment or anything related to our course. Use this link to connect to office hours:

<https://us.bbcollab.com/guest/fe5023ed5cba4a2ba3f449877c1263bd>

CANVAS COURSE URL

You can find all course materials and information on our Canvas Course website, here:

<https://canvas.wisc.edu/courses/210501>

REQUIRED TEXTS

- **Course Reader:** A series of court cases and articles compiled into an electronic reader posted on Canvas.

GRADING

| | |
|---|-----|
| Participation & Attendance | 10% |
| Weekly Reading Reflections | 20% |
| Group Assignment (lead discussion in groups of two) | 15% |
| Writing Assignments (Legal Memo Draft & Peer Review) | 20% |
| Legal Memo Paper | 35% |

Additional information on course assignments is included below, under the “course requirements, expectations, and guidelines” section.

LETTER GRADES BREAKDOWN

| | | | |
|------------|-------------|------------|-------------|
| 92-100% A | 87-91.9% AB | 82-86.9% B | 77-81.9% BC |
| 72-76.9% C | 67-71.9% D | 0-66.9% F | |

WEEKLY COURSE RHYTHM

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--|--------|--|--|---|--------|----------|---|
| Learning Material | | | Complete all readings for the week, work on and submit assignments, view media, and review recorded lectures and notes. You need to attend Tuesday online synchronous class meetings with all readings completed for the week. | | | | |
| Class | | Synchronous class: via BlackBoard, 3:30-5:30 pm | | | | | |
| Group Assignment, Lead Discussion | | | Group work to Lead Discussion: At least a week in advance to your assigned week, meet with your partner to prepare to lead discussion (groups of 2) | | | | |
| Weekly Reading Reflection | | Weekly reading reflection: Due by 3 pm on Tuesdays | | | | | |
| Office Hours (optional) | | | | Office Hours, Prof. Ramirez (optional): 11 am – 1 pm, virtually via BlackBoard Collaborate | | | |
| Assignments (See syllabus for details and specific due dates) | | | | | | | Writing Assignments: Most will be due on Sunday by |

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HONORS STUDENTS: ADDED EXPECTATIONS

Students who enroll in this course to receive honors credit will have added responsibilities. Honors students are required to meet with the professor during the second week of the semester and a week before the paper is due. For the final research paper, honors students will incorporate an archival research component using primary newspaper sources from the Wisconsin Historical Society and the Library of Congress. As such, honors final papers will be three-pages longer. Additionally, they will work with the professor to submit their papers for an academic conference presentation.

RESOURCES FOR STUDENTS

DoIT Help Desk – For technical questions **do not** contact your professor. Instead, if you have questions about Canvas, BBCollaborate, bandwidth issues, or other platforms supported by UW, please contact the DoIT Help Desk: <https://it.wisc.edu/services/help-desk/>.

Design Lab – Located in College Library, Design Lab provides one-on-one help for students working on digital assignments. By appointment. <https://designlab.wisc.edu/>. In many situations, our history TAs in the History Lab will also be able to help students with their digital history assignments as well.

Part 2: Course Learning Objectives & Outcomes

Students will learn to critically analyze, write, and orally present the legal histories of Latinas/Latinos/Latinxs in the United States through class discussion. The four main learning outcomes for students in this class are as follows:

- **Outcome 1:**
Develop a critical understanding of the diverse legal experiences of Latinas/Latinos/Latinxs in the United States.
- **Outcome 2:**
Build an intersectional critical lens of race, ethnicity, gender, sexuality, and class as it relates to Latina/Latino/Latinx communities.
- **Outcome 3:**
Develop legal historical research tools and perspectives to discuss the experiences of Latinas/Latinos/Latinxs in the United States.
- **Outcome 4:**
Critically engage in public debates about policies pertaining to Latinas/Latinos/Latinxs in the U.S. and be able to make informed decisions by learning about historical social and legal issues surrounding Latina/Latino/Latinx communities that continue to impact these communities today.

Part 3: Course Guidelines as Related to COVID-19

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building.

The History Department has directed instructors to halt the class and, if necessary, leave the classroom if anyone in the room is not wearing a properly fitted mask.

Face Coverings During In-person Instruction

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Other Requirements

- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the [COVID-19 Symptom Tracker](#) daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more [information on testing](#) including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.
- Follow specific guidance on classroom seating and furniture use. “Sit Here Signs” will be placed in classrooms to indicated where students should sit, as well as floor decals to indicate where furniture should be placed and remain.
- Limit the sharing of materials (papers, books, writing utensils, calculators, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- Food and beverages are not allowed in instructional spaces. For students who may need access to food or beverages during class (e.g., medical condition, other accommodation

or circumstance) may do so while wearing face coverings. If this will be a reoccurring situation, students should discuss their on-going need with their instructor.

- Carefully observe and follow health and safety signs posted inside and outside the classroom
- Course start and stop times are not staggered. At their discretion, instructors may start or end class a few minutes off schedule to avoid congestion in the halls.

Additionally, students should:

- Clean desks and seats before and after class with the provided classroom supplies and wipe off hands with disinfectant wipes. The provided cleaning supplies will be safe for skin contact; gloves are not needed. See [guidance for cleaning classrooms](#).
- Exit the classroom as quickly as possible to allow the next section to transition in safely
- Be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

Privacy of student records and the usage of audio recorded lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for HIST/CHICLA 153 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Part 4: Course Requirements, Expectations, and Guidelines

PARTICIPATION & ATTENDANCE: 10% OF FINAL GRADE

You are expected to attend the online lectures as well as our selected in-person meetings **AND** actively participate in our discussions. Students will earn participation points by engaging in class discussions while supporting their points with the assigned readings and other valid sources. See the rubric below for more guidance on how participation will be evaluated. It is important to attend the synchronous online lectures and in-person meetings as we will cover important information for assignments and final paper. Missing class meetings will cause students to fall behind in the course material. Your grade will be subtracted participation and attendance points for each day you miss.

| Excellent (90-100) | Good (80-90) | Competent (70-80) | Inadequate (60-70) | Fail (0-60) |
|---|---|--|--|--|
| -Mastery over readings and previous discussion -Explores questions rigorously -Comes to class with interpretations and questions -Engages others | -Knows readings well -Consistent preparation and involvement -Offers analysis of texts in class | -Basic grasp of reading -Mostly offers facts or surface-level interpretations -Contributes when called upon but not actively engaged | -Insufficient command of reading -Attempts to contribute facts or interpretations when called but unable to offer substance | -Uninvolved -Unexcused -Disruptive |

WEEKLY READING REFLECTIONS: 20% OF FINAL GRADE

Students will submit weekly reading reflections consisting of one-paragraph. They are designed to help students keep on track with assigned readings and carefully engage the material. Students will upload reflections to the course’s Canvas page by Tuesday at 3 pm (right before class).

GROUP ASSIGNMENT – LEAD DISCUSSION: 15% OF FINAL GRADE

Students will sign-up to lead discussion for our seminar in groups of two. That means that each group will be in charge during their selected week for the first hour of our class meeting. You must prepare a list of discussion questions and/or activities to engage your peers in the assigned readings.

WRITING ASSIGNMENTS: 20% OF FINAL GRADE

Each student will write a 5-page legal memo on a selected assigned court case. You will learn how to write the different sections of the legal memo during class. Students will participate in peer review of their legal memo drafts in order to support each other to have a polished final memo. The two-step process of this assignment is as follows:

1. Legal Memo Draft, 3-pages: 15%
 - Upload the 3-page draft of your legal memo to Canvas by **Sunday, Nov. 8th at 11:59 pm**

2. Peer review of legal memo: 5%
 - Using the lecture on how to write a strong legal memo, each student will provide peer review to an assigned classmate to help them improve their memo draft. Feedback will be due on Canvas by **Sunday, Nov. 15th at 11:59 pm**

LEGAL MEMO – FINAL PAPER: 35% OF FINAL GRADE

Each student will write a 5-page legal memo on a selected assigned court case. Students will use the lecture on how to write a legal memo, your peer’s feedback, and the weekly discussions to write a strong legal memo as their final paper. Legal memos will be due on Canvas by **Dec. 6th at 11:59 pm**.

E-MAIL ETIQUETTE

Emails are not equivalent to text messages. When composing an email to the professor use full sentences, appropriate grammar, and spelling. Also, be respectful in your tone. Follow these

guidelines: Open with a formal salutation (Dear Professor Ramírez), explain the purpose of your email, close with a “Thank you” or “Best wishes,” followed by your name. Please expect reply emails within 48-72 hours of your original message.

ACADEMIC INTEGRITY

Plagiarism and cheating are not tolerated in this course. If you are struggling with the course material or an assignment, please see your TA or professor during office hours or schedule an appointment. As your professor and TA, we are invested in your academic success and available to assist you with the course material. Please note, that the university also takes academic dishonesty seriously and there are consequences for cheating and plagiarism (taking credit for someone else’s work by copying and pasting someone else’s work into a word document and turning it in as yours without proper citation). For detailed information about the university's policies on academic integrity, visit: http://writing.wisc.edu/Handbook/QPA_plagiarism.html.

WRITING ASSISTANCE RESOURCES:

THE HISTORY LAB: A resource center where experts (Ph.D. students) will assist you specifically with your history related courses and papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Appointments during the fall semester will be remote. Please refer to the History Lab website: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

THE WRITING CENTER: Another writing resource on campus that provides one-on-one consultations with students to assist them with writing assignments. The writing center is open to all courses (not only history related ones). You can find more information about hours and how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

ACCESS AND ACCOMMODATIONS

If you have a disability documented through the UW McBurney Disability Center and need special accommodations, please talk to Professor Ramírez and your TA during the first two weeks of the semester to ensure you have the needed accommodations for this course. If you need assistance with a disability or diagnosis, consult with the McBurney Disability Center, more information can be found in their website: <http://www.mcburney.wisc.edu/>

DIVERSITY & INCLUSION

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background –people who as students, faculty, and staff serve Wisconsin and the world.” (Source: <https://diversity.wisc.edu>)

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| Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported |
|--|

to the office of student conduct.

Part 5: Schedule of Readings & Assignments

Week 1: Introduction to the Course

Tuesday, September 8, 2020 – In-person Meeting for cohort building: Course Overview

*No readings this week, besides the syllabus.

- Individual Introductions
- Assignment #1 - Due Sept. 8:** Carefully read the syllabus prior to the first class meeting
 - Quiz:** There will be a quiz about the syllabus on our first day of class
 - Bring at least one question you might have about the course

Week 2: The Art of Drafting a Legal Memo

Tuesday, September 15, 2020:

Mark Gannage, “How to Structure Your Legal Memorandum.” *Perspectives: Teaching Legal Research and Writing*. 8 (Fall 1999): 1-4.

<https://info.legalsolutions.thomsonreuters.com/pdf/perspec/1999-fall/1999-fall-11.pdf>

- Reading Reflection #1 – Due Sept. 15th at 3 pm:** Based on this week’s reading
 - Outline of main points (bullet points)
- Participation:** Take a question to class on assigned reading
- Sign-up to Lead Discussion:** Groups of Two

Week 3: Historical Overview of Latinxs in the US: Mexicans & Mexican Americans

Tuesday, September 22, 2020:

Richard Delgado et. al, “Mexican Americans.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 8-28.

Court Case: *Botiller v. Domínguez* 130 U.S. 238 (1889)

Richard Delgado et. al, “Botiller v. Domínguez.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 29-34.

- Group 1:** Lead Discussion (first hour)
- Reading Reflection #2 – Due Sept. 22nd at 3 pm:** Based on assigned court case
 - Write the “Background” of the *Botiller v. Domínguez* case. Refer to lecture and reading of week 2 to review the “background” of a legal memo.

- Participation:** Take a question to class on assigned readings
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Week 4: *Historical Overview of Latinxs in the US: Puerto Rico & Puerto Ricans*

Tuesday, September 29, 2020:

Richard Delgado et. al, “Puerto Rico & Puerto Ricans.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 49-51 AND 64-71.

Court Case: *Balzac v. People of Porto Rico* 258 U.S. 298 (1922)

Richard Delgado et. al, “Balzac v. People of Porto Rico.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 61-65.

- Group 2:** Lead Discussion (first hour)
- Reading Reflection #3 – Due Sept. 29th at 3 pm:** Based on assigned court case
- Write the “Facts” of the *Balzac v. People of Porto Rico* case. Refer to lecture and reading of week 2 to review the “facts” of a legal memo.
- Participation:** Take a question to class on assigned readings

Week 5: *Historical Overview of Latinxs in the US: Cubans and Cuban Americans*

Tuesday, October 6, 2020 – In-person Meeting for cohort building:

Richard Delgado et. al, “Cubans and Cuban Americans.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 81-94.

Court Case: *Matter of Masson* 12 I. & N. Dec. 699 (BIA 1968)

Richard Delgado et. al, “Matter of Masson.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 95-98.

- Group 3:** Lead Discussion (first hour)
- Reading Reflection #4 – Due Oct. 6th at 3 pm:** Based on assigned court case
- Write the “Issue(s)” of the *Matter of Masson* case. Refer to lecture and reading of week 2 to review the “issue” of a legal memo.
- Participation:** Take a question to class on assigned readings

Week 6: School Desegregation

Tuesday, October 13, 2020:

Jennifer McCormick, “Mendez v. Westminster: Domestic and International Forces Underlying the Fight for School Desegregation.” *Journal of American Ethnic History* 39, No. 1 (Fall 2019): 5-34. <https://www.jstor.org/stable/10.5406/jamerethnhist.39.1.0005>

Court Cases:

Mendez v. Westminster School District of Orange County 64 F. Supp. 544 (S.D. Cal.1946), *aff'd*, 161 F.2d 744 (9th Cir. 1947)

<https://law.justia.com/cases/federal/district-courts/FSupp/64/544/1952972/>

Brown v. Board of Education 347 U.S. 483 (1954)

<https://caselaw.findlaw.com/us-supreme-court/344/141.html>

- Group 4:** Lead Discussion (first hour)

- Reading Reflection #5 – Due Oct. 13th at 3 pm:** Based on assigned court cases
 - Write the “Discussion (or analysis)” of the *Mendez v. Westminster* case.
 - Write the “background” of the *Brown v. Board of Education* case.
 - Refer to lecture and reading of week 2 to review the “discussion” and “background” of a legal memo.

- Participation:** Take a question to class on assigned readings

Week 7: Undocumented Students

Tuesday, October 20, 2020:

Laura E. Enriquez, “Undocumented and Citizen Students Unite:” Building a Cross-Status Coalition through Shared Ideology. *Social Problems* 61, No. 2 (May 2014): 155-174.

<https://www.jstor.org/stable/10.1525/sp.2014.12032>

Priscila Alvarez, “What the Supreme Court's ruling means for DACA participants and immigrants.” *CNN Politics* (18 June 2020).

<https://edition.cnn.com/2020/06/18/politics/daca-supreme-court-explainer/index.html>

Court Case: *Plyler v. Doe* (1982)

<https://caselaw.findlaw.com/us-supreme-court/457/202.html>

- Group 5:** Lead Discussion (first hour)

- Reading Reflection #6 – Due Oct. 20th at 3 pm:** Based on assigned court case
 - Write the “Facts” of the *Plyler v. Doe* case.
 - Refer to lecture and reading of week 2 to review the “facts” of a legal memo.

- Participation:** Take a question to class on assigned readings
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Week 8: *Forced Sterilization of Latina Women*

Tuesday, October 27, 2020:

Virginia Espino, “Woman Sterilized as Gives Birth: Forced Sterilization and Chicana Resistance in the 1970s” in *Las Obreras: Chicana Politics of Work and Family* ed. Vicki L. Ruiz (Los Angeles: Chicano Studies Research Center Publications, University of California, 2000).

Katherine Andrews, “The Dark History of Forced Sterilization of Latina Women.”

<https://www.panoramas.pitt.edu/health-and-society/dark-history-forced-sterilization-latina-women>

- Film:** *La Operación / (The Operation)*
<https://www.youtube.com/watch?v=e3RPScdod6E>

- Midterm Evaluation:** Will be conducted during class time

- Group 6:** Lead Discussion (first hour)

- Reading Reflection #7 – Due Oct. 27th at 3 pm:**

- Outline in bullet points the main take away lessons from this week’s readings

- Participation:** Take a question to class on assigned readings
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Week 9: *Repatriation & Apologies for Past Wrongs*

Tuesday, November 3, 2020:

Richard Delgado et. al, “Reparations and Apologies for Past Wrongs.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 483-500.

- Group 7:** Lead Discussion (first hour)

- Assignment #2 – Legal Memo Draft, 3-pages:**

- Select one of the assigned court cases
- Write a legal memo (see week 2’s lecture & reading for the legal memo structure)
- Upload your draft to Canvas by **Sunday, Nov. 8th at 11:59 pm**

- Participation:** Take a question to class on assigned readings

Week 10: Immigration & the Law

Tuesday, November 10, 2020 – In-person Meeting for cohort building:

Richard Delgado et. al, “Immigration Categories and their Operation.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 515-522.

Court Case: *Gonzales v. Reno* 212 F. 3d 1338 (11th Cir. 2000)

Richard Delgado et. al, “Gonzales v. Reno.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 501-507.

- Group 8:** Lead Discussion (first hour)

- Assignment #3 – Peer Review for Legal Memos:**
 - Using the lecture on how to write a strong legal memo, each student will provide peer review to an assigned classmate to help them improve their memo draft.
 - Feedback will be due on Canvas by **Sunday, Nov. 15th at 11:59 pm**

- Participation:** Take a question to class on assigned readings

Week 11: Racial Profiling

Tuesday, November 17, 2020:

Richard Delgado et. al, “Racial Profiling.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 525 AND 529-537.

Court Case: *United States v. Brignoni-Ponce* 422 U.S. 873 (1975)

Richard Delgado et. al, “United States v. Brignoni-Ponce.” In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 525-529.

- Group 9:** Lead Discussion (first hour)

- Reading Reflection #8 – Due Nov. 17th at 3 pm:** Based on assigned court case
 - Write the “issue(s)” of the *United States v. Brignoni-Ponce* case.
 - Refer to lecture and reading of week 2 to review the “issue(s)” of a legal memo.

- Participation:** Take a question to class on assigned readings

Week 12: Writing Week

Tuesday, November 24, 2020:

- Writing Day:** Students will work on their research paper on their own time.

Week 13: *Hate Speech Against Latina/o/xs*

Tuesday, December 1, 2020:

Richard Delgado et. al, "Hate Speech Against Latinos/as." In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 593-598 AND 611-612.

Court Case: *Doe v. University of Michigan 721 F. Supp. 852 (E.D. Mich. 1989)*

Richard Delgado et. al, "Doe v. University of Michigan." In *Latinos and the Law: Cases and Materials* (St. Paul: Thomson West, 2008): 620-626.

- Group 10:** Lead Discussion (first hour)

- Final Legal Memo – Due Dec. 6th at 11:59 pm:**
 - Submit a 5-page legal memo on a selected assigned court case.
 - Students will use the lecture on how to write a legal memo, your peer's feedback, and the weekly discussions to write a strong legal memo as their final paper.

- Participation:** Take a question to class on assigned readings

Week 14: *Conclusions*

Tuesday, December 8, 2020: *Evaluations conducted in-class & Course Wrap-up*

Important Note: This syllabus, course assignments, and due dates are subject to change. It is the responsibility of the student to check Canvas, attend lectures, and check their university email for corrections or updates to the syllabus. Any changes will be clearly noted on Canvas, announced in lecture, and through campus email.