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Barely at the Margins: Race and Ethnicity in Legal Education -- A Curricular Study With LatCritical Commentary

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Barely at the Margins: Race and Ethnicity in Legal Education—A Curricular Study With LatCritical Commentary

Francisco Valdes[†]

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INTRODUCTION

Finding “Latinas/os”¹ in the law school curriculum at the dawn of the new millennium is no easy task, as illustrated by the two nationwide surveys of

[†] Professor of Law and Co-director, Center for Hispanic & Caribbean Legal Studies, University of Miami. I am grateful to all the administrators and faculty who took the time to participate in this study, and to the handful of assistants (named in note 21) who, during the past two years, have helped me to compile and assess the data gathered for this project. I am equally grateful to the members and editors of the *Berkeley La Raza Law Journal*, and in particular Victor Rodríguez, for lending their limited time, capable work, energetic spirit, and extraordinary talents to improve the final report presented here. In addition, I thank the participants of the LatCrit VII conference who helped me think through the various ways of interpreting and presenting the data gathered via this study. Finally, I thank Steve Bender and Keith Aoki for helping the LatCrit community produce another important conference and symposium. All errors are mine.

1. “Latinas/os” of course are a multiply diverse yet generally recognized social group. For demographic portraits of Latina/o heterogeneity, see Berta Hernandez-Truyol, *Building Bridges – Latinas and Latinos at the Crossroads: Realities, Rhetoric and Replacement*, 25 COLUM. HUM. RTS. L. REV. 369 (1991); Gerald P. Lopez, *Learning About Latinos*, 19 CHICANO-LATINO L. REV. 363 (1998); Gloria Sandrino-Glasser, *Los Confundidos: De-Conflating Latinas/os’ Race and Ethnicity*, 19 CHICANO-LATINO L. REV. 69, 75-77 (1998); see also Juan F. Perea, *Los Olvidados*, 70 N.Y.U. L. REV. 965 (1995). Similarly, “LatCrit theory” comprises many scholars with varying views, and therefore it is somewhat misleading to speak of “LatCrit theory” in the singular. Nonetheless, the multiply diverse critical legal scholars who coalesced around the collective effort to articulate LatCrit theory “exhibited . . . [a] sense of shared groupness.” See Francisco Valdes, *Foreword - Latina/o Ethnicities, Critical Race Theory, And*

accredited law schools in the United States that comprise this project.² The near absence of Latinas/os in the curriculum, moreover, parallels the circumstances from which LatCrit theory emerged seven years ago.³ LatCrit theory responds to the

Post-Identity Politics In Postmodern Legal Culture: From Practices To Possibilities, 9 LA RAZA L.J. 1, 7 n.25 (1996) [hereinafter, *Latina/o Ethnicities*].

Latinas/os' multiple diversities have sparked spirited discussions over the naming and labeling of the group. See, e.g., Luis Angel Toro, "A People Distinct from Others": Race and Identity in Federal Indian Law and the Hispanic Classification in OMB Directive No. 15, 26 TEX. TECH. L. REV. 1219 (1995) (critiquing the ramifications of the current labeling system in the United States, which "lumps together all people who can connect themselves to some 'Spanish origin or culture' together as 'Hispanics'"); see also Jorge Klor de Alva, *Telling Hispanics Apart: Latino Sociocultural Diveristy*, in THE HISPANIC EXPERIENCE IN THE UNITED STATES: CONTEMPORARY ISSUES AND PERSPECTIVES 107-36 (Edna Acosta-Belen & Barbara R. Sjoström eds., 1988) (discussing Latinas/os and the labels used in the United States to describe this multiply diverse social group); SUZANNE OBOLER, *ETHNIC LABELS, LATIN LIVES* (1995); EARL SHORRIS, *LATINOS: A BIOGRAPHY OF THE PEOPLE* (1992). See generally THE LATINO/A CONDITION: A CRITICAL READER (Richard Delgado & Jean Stephancic eds., 1998). Conventional labels used socially in the United States are captured formally in the current census, which amalgamates "Spanish/Hispanic/Latino" into a single category, and then subdivides it into subgroup varieties like "Mexican, Mexican Am., Chicano" and "Puerto Rican" and "Cuban." See U.S. Dep't of Commerce, Bureau of the Census, Form D-1, Question Seven (2000) (copy on file with author). See generally Alex M. Saragoza et al., *History and Public Policy: Title VII and the Use of the Hispanic Classification*, 5 LA RAZA L.J. 1 (1992) (discussing federal adoption of the "Hispanic" label and critiquing the conglomeration of the Spanish-Hispanic-Latina/o labels into a single identity category). These discussions have included LatCritical exchanges over the relative utility of "race" and "ethnicity" in social or legal analysis of "Latina/o" communities. See *infra* notes 28-31 and accompanying text on these early exchanges.

Thus, each time LatCrit theorists and other analysts speak of "Latinas/os," we do so and for accuracy's sake must take care to always do so, in a way that foregrounds multiple "internal" diversities, including those based on nationality, ethnicity, race, immigration background and status, class, religion, gender, sexual orientation, dis/ability, and other categories of identity and identification that have been rendered relevant to antisubordination analysis socially and/or legally. See, e.g., Alicia G. Abreu, *Lessons From LatCrit: Insiders and Outsiders, All at the Same Time*, 53 U. MIAMI L. REV. 787 (1999) (discussing author's dual sense of "insider" and "outsider" positionality within LatCrit conferences); Elvia Arriola, *Welcoming the Outsider to an Outsider Conference: Law and the Multiplicities of Self*, 2 HARV. LATINO L. REV. 397 (1997) (viewing LatCrit from an outsider/Latina/lesbian perspective); Enrique Carrasco, *Who Are We?*, 19 CHICANO-LATINO L. REV. 331 (1998) (considering the multiple roles or identities of LatCrit scholars); Max J. Castro, *Making Pan Latino: Latino Pan-Ethnicity and the Controversial Case of Cubans*, 2 HARV. LATINO L. REV. 179 (1997) (discussing the peculiar position of Cubans and Cuban Americans in Latina/o intergroup relations within the United States); Elizabeth M. Iglesias, *Human Rights in International Economic Law: Locating Latinas/os in the Linkage Debates*, 28 U. MIAMI INTER-AM. L. REV. 361 (1997) (reflecting on intra-Latina/o divisions based on differing degrees of cultural assimilation, nationalist ideologies, as well as race, class, and gender hierarchies and the implications for progressive law reform initiatives); Kevin R. Johnson, *Some Thoughts on the Future of Latino Legal Scholarship*, 2 HARV. LATINO L. REV. 101 (1997) (reflecting on Chicana/o, Puerto Rican, and Cuban differences); Guadalupe T. Luna, *"La Causa Chicana" and Communicative Praxis*, 78 DENV. U. L. REV. 553 (2001) (theorizing the relationship between Chicana/o studies and LatCrit Theory and community building praxis); Victoria Ortiz & Jennifer Elrod, *Reflections on LatCrit III: Finding "Family"*, 53 U. MIAMI L. REV. 1257 (1999) (unfolding a metaphorical analysis of LatCrit as a "family" of differences); Ediberto Roman, *Common Ground: Perspectives on Latina-Latino Diversities*, 2 HARV. LATINO L. REV. 483, 483-84 (1997) (urging Latinas/os to focus on our similarities rather than our differences as a way of promoting intragroup justice and solidarity); Eric K. Yamamoto, *Conflict and Complicity: Justice Among Communities of Color*, 2 HARV. LATINO L. REV. 495 (1997) (analyzing inter-group grievances and relations among groups of color).

2. As described below, this project unfolded in two data-gathering phases using two different questionnaires to survey law schools: first on "primary" courses devoted to "Latinas/os and the Law" and, later, on various "related" courses devoted to critical race theory, to race, racism and race relations, or to mainstream doctrinal topics generally deemed important to Latina/o and other communities of color in the United States, such as civil rights or immigration law courses. See *infra* notes 20-34 and accompanying text.

3. The term "LatCrit" was coined at a 1995 colloquium, held in Puerto Rico, on the relationship of critical race theory to "Latina/o" communities. From that colloquium, the annual

invisibility of Latinas/os in North American law and society despite our longstanding presence within the lands now known as the United States—a presence that, in some instances, predates the establishment of the country.⁴ In many ways,

conferences then flowed. On the emergence of a “LatCrit” subject position, see Elizabeth Iglesias & Francisco Valdes, *Afterword - Religion, Gender, Sexuality, Race and Class in Coalitional Theory: A Critical and Self-Critical Analysis of LatCrit Social Justice Agendas*, 19 CHICANO-LATINO L. REV. 503, 568-71 (1998) (discussing the choice of “LatCrit” as partly a political decision to identify as much as possible with people of color, indigenous people, and other traditionally subordinated groups in the construction of this new discourse and praxis) [hereinafter, *Coalitional Theory*]; see also Francisco Valdes, *Foreword - Poised at the Cusp: LatCrit Theory, Outsider Jurisprudence and Latina/o Self-Empowerment*, 2 HARV. LATINO L. REV. 1 (1997) (introducing the papers and proceedings of the first LatCrit conference). For other accounts, see Berta Esperanza Hernandez-Truyol, *Indivisible Identities: Culture Clashes, Confused Constructs and Reality Checks*, 2 HARV. LATINO L. REV. 199, 200-05 (1997); Kevin R. Johnson & George A. Martinez, *Crossover Dreams: The Roots of LatCrit Theory in Chicana/o Studies, Activism and Scholarship*, 53 U. MIAMI L. REV. 1143 (1998). Cf. Margaret E. Montoya, *LatCrit Theory: Mapping Its Intellectual and Political Foundations and Future Self-Critical Directions*, 53 U. MIAMI L. REV. 1119 (1998) [hereinafter, *Coalitional Theory*].

Information on LatCrit theory, including the full text of the inaugural LatCrit symposium based on the First Annual LatCrit Conference, can be obtained at the LatCrit website, www.latcrit.org. For other LatCrit symposia, including those based on subsequent conferences or colloquia, see Symposium, *LatCrit Theory: Naming and Launching a New Discourse of Critical Legal Scholarship*, 2 HARV. LATINO L. REV. 1 (1997) (LATCRIT I); Colloquium, *International Law, Human Rights and LatCrit Theory*, 28 U. MIAMI INTER-AM. L. REV. 177 (1997) (publishing the proceedings of the first LatCrit colloquium focused on international law); Symposium, *Difference, Solidarity and Law: Building Latina/o Communities Through LatCrit Theory*, 19 CHICANO-LATINO L. REV. 1 (1998) (LATCRIT II); Symposium, *Comparative Latinas/os: Identity, Law and Policy in LatCrit Theory*, 53 U. MIAMI L. REV. 575 (1999) (LATCRIT III); Symposium, *Rotating Centers, Expanding Frontiers: LatCrit Theory and Marginal Intersections*, 23 U.C. DAVIS L. REV. 751 (2000) (LATCRIT IV); Colloquium, *Spain, The Americas and Latino/as: International and Comparative Law in Triangular Perspective*, 9 U. MIAMI INT'L & COMP. L. REV. 1 (2000-01) (publishing the proceedings of the first and second colloquia held in Malaga, Spain, on LatCrit theory and international and comparative law); Symposium, *Class in LatCrit: Theory and Praxis in a World of Economic Inequality*, 78 DENV. U. L. REV. 467 (2001) (LATCRIT V); Symposium, *Latinas/os and the Americas: Centering North-South Frameworks in LatCrit Theory*, 54 U. FLA. L. REV. (forthcoming 2002) and 54 RUTGERS L. REV. (forthcoming 2002) (LATCRIT VI). In addition, two joint symposia have been published during this time. See Joint Symposium, *LatCrit Theory: Latinas/os and the Law*, 85 CAL. L. REV. 1087 (1997); 10 LA RAZA L.J. 1 (1998); Joint Symposium, *Culture, Language, Sexuality and Law: LatCrit Theory and the Construction of the Nation*, 5 MICH. J. RACE & L. 787; 33 U. MICH. J.L. REFORM 203 (2000).

4. The colonial records and imperial legacies that shape(d) the Americas are well documented, of course, including the expansion of its borders by the United States to annex areas like Puerto Rico and the southwestern states, which remain areas of high Latina/o concentration today. See, e.g., RODOLFO ACUÑA, *OCCUPIED AMERICA* (3d ed. 1988) (assessing Chicana/o communities as internal colonies of the United States); RICHARD C. TREXLER, *SEX AND CONQUEST: GENDERED VIOLENCE, POLITICAL ORDER, AND THE EUROPEAN CONQUEST OF THE AMERICAS* (1995) (documenting and discussing the patriarchal and homophobic aspects of the conquest); Ediberto Roman, *Empire Forgotten: The United States' Colonization of Puerto Rico*, 42 VILL. L. REV. 1119 (1997) (critiquing the colonial position of Puerto Rico as a “commonwealth of the United States”); see also Symposium, *Understanding the Treaty of Guadalupe Hidalgo on Its 150th Anniversary*, 5 SW. J. L. & TRADE AM. 1 (1998) (reviewing the treaty by which the United States annexed Mexican lands and persons, and the treaty's violation since then). See generally RICHARD DRINNON, *FACING WEST: THE METAPHYSICS OF INDIAN-HATING AND EMPIRE-BUILDING* (1990); CHARLES GIBSON, *SPAIN IN AMERICA* (1966); RAMON GUTIERREZ, *WHEN JESUS CAME, THE CORN MOTHERS WENT AWAY: MARRIAGE, SEXUALITY AND POWER IN NEW MEXICO, 1500-1846* (1991); FRANCIS JENNINGS, *THE INVASION OF THE AMERICAS: INDIANS, COLONIALISM AND THE CANT OF CONQUEST* (1975); WALTER LAFEVER, *INEVITABLE REVOLUTIONS: THE UNITED STATES IN CENTRAL AMERICA* (2d ed. 1993); LYLE H. MCALISTER, *SPAIN AND PORTUGAL IN THE NEW WORLD, 1492-1700* (1984); NATIVE AMERICAN TESTIMONY: A CHRONICLE OF INDIAN-WHITE RELATIONS FROM PROPHECY TO PRESENT (Peter Nabokov ed., 1991); DAVID J. WEBER, *THE SPANISH FRONTIER IN NORTH AMERICA* (1992). For a discussion of colonialism's and globalization's combined effects from one LatCritical perspective, see Francisco Valdes, *Race, Ethnicity and Hispanismo in Triangular Perspective: The “Essential” Latina/o and LatCrit Theory*, 48 UCLA L. REV. 305 (2000).

these surveys and their findings reflect LatCrit's ambitions, the reasons behind its origins, and the challenges that we and allied scholars and activists have faced and continue to face.⁵

The absence of Latinas/os in the law school curriculum is made increasingly notable—and untenable—by structural shifts in North American society. These shifts include demographic trends that position Latinas/os as the largest “minority” ethnic and racial group in the United States, as well as by concomitant economic figures that make Latinas/os an increasingly lucrative market for capitalist attention and activity.⁶ As Latinas/os become more salient in social and economic terms over the next several decades, our continued invisibility in discursive and curricular terms grows increasingly anomalous and insupportable, coming under heightening pressure.

For the moment, however, this survey and its findings confirm that the historic exclusion or marginalization of Latinas/os in the legal culture and larger society of the United States continues to define the status quo in the formal curriculum of the “typical” law school in this country. At the same time, and as with the larger frames of law and society, the mixed results reported in this survey portray the initial stirrings of Latinas/os’ formal inclusion in legal education within the United States. As outlined below, Latinas/os are to be found, but barely and only at the margins, of law school curriculum—a marginalization that includes, unfortunately, those portions of legal education that loosely may be described as race and ethnic legal studies.⁷

Reflecting LatCrit theory’s multiple purposes or functions,⁸ this project endeavors to encourage the incipient process, glimpsed in the combined findings presented below, of the meaningful inclusion of new courses on, or somehow directly relevant to, Latinas/os *qua* Latinas/os in the “typical” law school curriculum of the United States. In some key ways, this project is an effort to practice and perform LatCrit theory—to apply theorizing to the curriculum, and to employ the

5. For an overview discussion of LatCrit theory’s evolution, and engagement of various social and legal issues over time and presently, see Elizabeth Iglesias & Francisco Valdes, *Afterword - LatCrit at V: Institutionalizing a Post-Subordination Future*, 78 DENV. U. L. REV. 1261 (2002) [hereinafter, *LatCrit at V*].

6. These social and economic trends have been noted in LatCrit theory from the outset, and have helped to inform the emergence and evolution of LatCrit theory over the past seven years. See, e.g., Rachel Moran, *Neither Black Nor White*, 2 HARV. LATINO L. REV. 61, 61-65 (discussing these trends in national and regional contexts). See generally Francisco Valdes, *Latina/o Ethnicities*, *supra* note 1, at 1-11 and 24-30 (discussing the emergence of LatCrit theory from critical race theory, and the importance of these jurisprudential developments in an increasingly multicultural society).

7. As noted above, this study documents both “primary” courses devoted principally to “Latinas/os and the Law” as well as three types of “related” courses that also provide some coverage of this general topic, as follows: (1) courses on critical race theory; (2) courses on race, racism and race relations; and (3) courses on mainstream doctrinal categories, like civil rights and immigration, that generally are deemed important to Latina/o communities or persons. See *supra* note 2; see also *infra* notes 38-89 and accompanying text. Generally, I would include the “primary” courses, as well as the “related” courses on critical race theory and on race, racism and race relations, to constitute loosely “race and ethnic legal studies” in the context of this curricular survey because these courses are consciously framed and aimed at educating students in “race, ethnicity and the law” as a coherent and important unit of study.

8. In my view, LatCrit theory aims to fulfill four interrelated functions: (1) the production of knowledge; (2) the advancement of social transformation; (3) the expansion and connection of anti-subordination struggles; and (4) the cultivation of community and coalition, both within and beyond the confines of legal academia in the United States. Francisco Valdes, *Foreword - Under Construction: LatCrit Consciousness, Community and Theory*, 85 CAL. L. REV. 1087, 1093-94 (1997); 10 LA RAZA L.J. 1, 7-8 (1998) [hereinafter, *Under Construction*].

insights of theory to guide LatCritical promotion of curricular and institutional reform. This project aims to help improve the quality of legal education in the United States regarding “Latinas/os” specifically, and race and ethnicity more generally, in ways that are congruent with LatCrit commitments to antiessentialism, multidimensionality, and antisubordination in theory and praxis.⁹

The surveys’ findings are presented in three parts below, followed by an Appendix of tables and related documents. Part I of this article outlines the origins, history and methodology of this project. This opening is intended to provide a general understanding of the background of the project, as well as how and why it unfolded as it did. Part II summarizes the basic documentary results and findings of the two nationwide surveys comprising this study. This part is intended to provide a basic overview or sketch of the raw data. Part III concludes with some brief observations, and forward-looking thoughts and recommendations which, drawn from the data and anecdotal faculty accounts, further the basic objectives of curricular inclusion and improving educational quality.¹⁰ This final part also includes the Syllabi Table, which describes the Syllabi Bank of 40-some course

9. “Essentialism” and “antiessentialism” are key concepts in LatCrit theory; however, both terms mean different things in different contexts. Generally, “essentialism” is a label applied to claims that a particular perspective reflects the common experiences and interests of a broader group, as when working-class men purport to define the class interests of “workers,” or white women purport to define the interests of all “women,” without acknowledging intragroup differences of position and perspective, differences that can produce consequences for lawmaking and policymaking decisions. Essentialist categories oftentimes divert or inhibit attention to intragroup differences, helping to consolidate a group’s agenda around the group’s internal elites. See, e.g., Angela P. Harris, *Race and Essentialism in Feminist Legal Theory*, 42 STAN. L. REV. 581 (1990); Elizabeth M. Iglesias, *Structures of Subordination: Women of Color at the Intersection of Title VII and the NLRA. Not!* 28 HARV. C.R.-C.L. L. REV. 395 (1993). By contrast, “antiessentialist” theory seeks to reveal intragroup differences to resist relations of subordination and domination that may exist within and among the members of any particular group. Therefore, “antisubordination principles and analysis, applied in critical and self-critical ways, provide the substantive limits for and directions of antiessentialism in LatCrit theory, community, and praxis . . . antiessentialism is no end unto itself; its utility is defined in relation to a contextual antisubordination purpose. In LatCrit theory, community and praxis, antisubordination ideally always contextualizes and informs antiessentialism.” Thus, the former anchors the latter. Elizabeth M. Iglesias & Francisco Valdes, *Expanding Directions, Exploding Parameters: Culture and Nation in LatCrit Coalitional Imagination*, 5 MICH. J. RACE & L. 787, 815-16 and 33 U. MICH. J.L. REFORM 203, 231-32 (2000); see also Iglesias & Valdes, *Coalitional Theory*, *supra* note 3, at 513-21 (discussing antiessentialism and antisubordination in LatCritical analysis).

Various RaceCrit and LatCrit scholars have continued to develop concepts and tools of critical legal theory to build on these foundational concepts, striving progressively to better capture the dynamics of “identity politics” in law and society. See, e.g., e. christi cunningham, *The Rise of Identity Politics I: The Myth of the Protected Class in Title VII Disparate Treatment Cases*, 30 U. CONN. L. REV. 441 (1998) (on wholism); Berta Hernandez-Truyol, *Building Bridges – Latinas and Latinos at the Crossroads: Realities, Rhetoric and Replacement*, 25 COLUM. HUM. RTS. L. REV. 369 (1991) (on multidimensionality); Darren Leonard Hutchinson, *Out Yet Unseen: A Racial Critique of Gay and Lesbian Legal Theory and Political Discourse*, 29 U. CONN. L. REV. 561 (1997) (on multidimensionality); Peter Kwan, *Jeffrey Dahmer and the Cosynthesis of Categories*, 48 HASTINGS L.J. 1257 (1997) (on cosynthesis); Francisco Valdes, *Sex and Race in Queer Legal Culture: Ruminations on Identities and Inter-Connectivities*, 5 S. CAL. REV. L. & WOMEN’S STUD. 25 (1995) (on interconnectivity). See generally Charles R. Lawrence III, *Foreword—Race, Multiculturalism and the Jurisprudence of Transformation*, 47 STAN. L. REV. 819, 834-35 (1995) (urging greater efforts along these lines to promote multifaceted projects of social transformation).

10. Faculty teaching in these areas were asked to share anecdotal accounts and observations of teaching experiences to help contextualize the raw data, and these accounts now are part of the LatCrit Curriculum Project Files.

syllabi submitted by individual faculty as part of this project.¹¹ The Appendix to the article then presents the five tables of results, which break down and present the combined raw data gathered via this project in their entirety, along with the questionnaires employed to conduct the two surveys. While the findings ultimately speak for themselves,¹² hopefully the information and brief discussion presented below will contribute to LatCrit theory's continuing efforts to promote principles and practices in furtherance of social justice and through formal legal education.¹³

I.

BACKGROUND AND METHODOLOGY

The origins of this project can be traced back to students questioning the structure and limits of their formal legal education—an education that oftentimes excises Latinas/os' existence and experiences from casebooks and classrooms, thereby precluding formal consideration and discussion of how such a sociolegal record might or should substantially affect law- and policymaking today.¹⁴ These queries, arising in law schools from coast to coast in the context of various presentations, conferences, or similar events devoted to critical legal theory or outsider jurisprudence, challenge the quality of legal education in substantive terms.¹⁵ LatCrit theorists are thus called upon to take up the students' challenge and specifically question the continuing invisibility of Latinas/os in the law school curriculum as an integral component of our commitment to antistatutory praxis in law and society.

11. The Syllabi Tables describe the syllabi contained in the Syllabi Bank, whereas the Syllabi Bank itself consists of hard copies of approximately 40 syllabi submitted by individual faculty members for various courses. The Syllabi Bank is available upon request to: latcrit@law.miami.edu. For further discussion of the Syllabi Bank, see *infra* note 119, accompanying text and tables.

12. This article endeavors to summarize the findings' highlights and to draw some basic observations from the raw data presented in the five tables of the Appendix, but does not attempt to interpret the data in any definitive and conclusive manner. In keeping with LatCrit norms and ideals, this act of interpretation is a collective task of the LatCrit community, which now can draw on this project as well as other sources of information to consider and devise plans of action toward curricular reforms.

13. It bears emphasis that LatCrit theory and praxis are aimed not only at law and society writ large, but also at the structures and practices of legal education, as well as our own projects and plans. See generally Iglesias & Valdes, *LatCrit at V*, *supra* note 5, at 1309-14 (focusing on LatCrit efforts to reform the norms and practices for the production of legal scholarship).

14. This phenomenon is corroborated in the anecdotal information collected via this project, which is intended to supplement, and to help contextualize, the raw statistics gathered through the curricular questionnaires. For example, one faculty member teaching a "related" course on immigration reported that "many students are hungry to talk about race . . . some express relief that we are finally talking about the elephant in the room, when it gets ignored in so many other classes." See LatCrit Curriculum Project Files (copy on file with author).

15. Oftentimes, students specifically query why their legal educations are so poor in critical theory and in "outsider" studies. As a result, LatCrit theorists have begun to establish programs that can serve as "lifelines" to law students who may be isolated in their "home" institutions. For a more detailed discussion of this problem, see Francisco Valdes, *Insisting on Critical Theory in Legal Education: Making Do While Making Waves*, 12 LA RAZA L.J. 137 (2001). These LatCrit programs include the Critical Global Classroom, a study abroad summer program devoted to social justice legal studies in international and comparative frameworks undertaken in partnership with The University of Baltimore School of Law: because study abroad programs are open to students nationwide, the "CGC" will permit students from all law schools in the United States to gather in a "safe" educational environment to explore issues omitted or marginalized in their schools' formal curriculum. For more information on the "CGC" and other student-oriented LatCrit initiatives, see Iglesias & Valdes, *LatCrit at V*, *supra* note 5, at 1327-32.

Latinas/os' historic invisibility certainly is no accident; this history instead is explained by intentional motives of exclusion based on nativistic racism.¹⁶ Thus, one way to explain today's legacy of invisibility is the persistence of

16. The significance of minority presence in the legal academy, discussed in more detail *infra* at notes 80-87 and accompanying text, must be read against the background history of the legal profession, in which the organization and the formalization of legal education were shaped in explicit ways by the social, cultural, and political dominance of white, Anglo-American nativist-racism as well as societal sexism. See, e.g., Daria Roithmayr, *Deconstructing the Distinction Between Bias and Merit*, 85 CAL. L. REV. 1449, 1475-92 (1995) (recounting how the American Bar Association, the bar examination, the Law School Aptitude Test, and other "gatekeeping" mechanisms were originated and calculated to be racist, anti-immigrant, sexist, and anti-Semitic); William C. Kidder, *The Rise of the Testocracy: An Essay on the LSAT, Conventional Wisdom, and the Dismantling of Diversity*, 9 TEX. J. WOMEN & L. 167 (2000) (discussing how the LSAT continues to project that history into the present); see also ROBERT STEVENS, *LAW SCHOOL: LEGAL EDUCATION IN AMERICA FROM THE 1850S TO THE 1980S* (1983) (providing a comprehensive account of the politics—including the identity politics—that dominated the institutionalization of formal legal education). See generally NICHOLAS LEMANN, *THE BIG TEST: THE SECRET HISTORY OF THE AMERICAN MERITOCRACY* (1999) (providing a similar history focused, more generally, on the standardized tests used in various educational settings in the United States).

As RaceCrit and LatCrit scholars have amply documented, the conflicted repercussions of those racist-nativist-sexist motives continue to be embedded in the norms, practices, and consequences of legal education today. See, e.g., Charles R. Lawrence III, *Two Views Of The River: A Critique Of The Liberal Defense Of Affirmative Action*, 101 COLUM. L. REV. 928 (2001); Susan Sturm & Lani Guinier, *The Future of Affirmative Action: Reclaiming the Innovative Ideal*, 84 CAL. L. REV. 953 (1996); see also Marina Angel, *The Glass Ceiling of Women in Legal Education: Contract Positions and the Death of Tenure*, 50 J.L. & EDUC. 1 (2000); Richard H. Chused, *The Hiring and Retention of Minorities and Women on American Law School Faculties*, 137 U. PA. L. REV. 537 (1988); Richard Delgado, *Minority Law Professors' Lives: The Bell-Delgado Survey*, 24 HARV. C.R.-C.L. L. REV. 349 (1989); Richard Delgado, *Affirmative Action as Majoritarian Device: Or, Do You Really Want to be a Role Model?*, 89 MICH. L. REV. 1222 (1991); Sumi Cho & Robert Westley, *Historicizing Critical Race Theory's Cutting Edge: Key Movements that Performed the Theory*, in CROSSROADS, DIRECTIONS AND A NEW CRITICAL RACE THEORY 32 (Francisco Valdes, Jerome McCristal Culp, Jr. & Angela P. Harris eds., 2002); Cheryl Harris, *Legal Education II: Law Professors of Color and the Academy: Of Poets and Kings*, 68 CHI.-KENT L. REV. 331 (1992); William C. Kidder, *Situating Asian Pacific Americans in the Law School Affirmative Action Debate: Empirical Facts About Thernstrom's Rhetorical Acts*, 7 ASIAN L.J. 29 (2000); Charles R. Lawrence III, *Minority Hiring in AALS Law Schools: The Need for Voluntary Quotas*, 20 U.S.F. L. REV. 429 (1986); Rachel F. Moran, *The Implications of Being a Society of One*, 20 U.S.F. L. REV. 503 (1986); Richard K. Neumann, Jr., *Women in Legal Education: What the Statistics Show*, 50 J. LEGAL EDUC. 313 (2000).

In addition, LatCrit scholarship has focused on the problems associated with actualizing a multidimensional, antiessentialist, antistatist, antistatist, antistatist ethic and practice in the legal academy and profession. See, e.g., Steve W. Bender, *Silencing Culture and Culturing Silence: A Comparative Experience of the Centrifugal Forces in the Ethnic Studies Curriculum*, 5 MICH. J. RACE & L. 913; 33 U. MICH. J.L. REFORM 329 (2000) (discussing how the status of Latinas/os in the legal system often demoralizes undergraduates otherwise drawn to the study of law as a means of social change); Sumi K. Cho, *Essential Politics*, 2 HARV. LATINO L. REV. 433, 441 (1997) (calling on scholars of color to combat the "big and little murders" that occur daily at law schools across the country); Virginia P. Coto, *LUCHA, The Struggle for Life: Legal Services for Battered Immigrant Women*, 53 U. MIAMI L. REV. 749 (1999) (describing alternative models for legal services to battered immigrant women); Lyra Logan, *Florida's Minority Participation in Legal Education Program*, 53 U. MIAMI L. REV. 743 (1999) (recounting intergroup struggles and compromises over the establishment of a "minority" law school in South Florida); Elizabeth M. Iglesias, *Foreword - Identity, Democracy, Communicative Power, Inter/National Labor Rights and the Evolution of LatCrit Theory and Community*, 53 U. MIAMI L. REV. 575, 606-07, 655-56 (1999) (reflecting on need for interconnected reforms in the structure of legal education, the profession and the delivery of services to the poor); Margaret E. Montoya, *Silence and Silencing: Their Centripetal and Centrifugal Forces in Legal Communication, Pedagogy and Discourse*, 5 MICH. J. RACE & L. 847; 33 U. MICH. J.L. REFORM 263 (2000) (critiquing how minority students are silenced in the classroom); Dorothy E. Roberts, *The Paradox of Silence: Some Questions About Silence as Resistance*, 5 MICH. J. RACE & L. 927; 33 U. MICH. J.L. REFORM 343 (2000) (elaborating some resistance strategies for minority students to help them survive the law school experience); Pamela J. Smith, *The Tyrannies of Silence of the Untenured*, 33 U.C. DAVIS. L. REV. 1105 (2000) (analyzing the vulnerabilities of untenured faculty).

institutionalized habits of thinking and doing in the legal academy that automatically replicate historic skews; intentional invisibility yesterday breeds institutionalized invisibility today.¹⁷ The habits of the present—and their consequences—reflect and reinforce the past, in social as well as institutional terms. Nonetheless, this history does not provide a complete account of the status quo; while this broad historical account provides a general context for the status quo in legal education, it does not and cannot provide a comprehensive sense of the state of the legal curriculum vis-à-vis Latina/o communities and their particular sociolegal concerns, interests, or needs. This history may explain (at least in part) why Latinas/os have been absent from legal education, and contextualizes why we remain so, but it does not measure to what extent that invisibility continues today. It may help to explain “why” but not much else.

It thus became apparent that a more systematic effort to produce a “snapshot”¹⁸ of the state of legal education on this question would be beneficial, if not necessary. Such an effort could provide a measure of Latinas/os’ (non)inclusion in the contemporary law school curriculum and create a baseline for subsequent remedial efforts that may seem advisable in light of the findings. A nationwide law school study could also help to contextualize the anecdotal accounts and queries drawn from student questions, helping all interested parties to better understand both the national and local situation. Indeed, such a study—for all its inevitable limitations—could serve as a tool for many positive purposes.¹⁹

With this in mind, in fall 1999 I began to conceptualize and design this project as an effort to ascertain the place and prospects of “Latinas/os” in the contemporary law school curriculum. In spring 2000, we mailed questionnaires to the Dean of every member law school of the American Association of Law Schools (AALS).²⁰ Reflecting the project’s origins, the questionnaire form, included in the

17. “Latinas/os” historically have been elided in the public discourses and national politics of the United States, as well as in legal analysis and theory. See generally Juan F. Perca, *The Black/White Binary Paradigm of Race: The ‘Normal Science’ of American Racial Thought*, 85 CAL. L. REV. 1213 (1997); 10 LA RAZA L.J. 127 (1998). This kind of historical practice eventually becomes internalized culturally; in other words, it becomes institutionalized, as was recognized by the federal government in the decision to establish programs to end institutionalized racism through “affirmative actions” designed to disrupt the repetition of historical habits. See generally James E. Jones, Jr., *The Origins of Affirmative Action*, 21 U.C. DAVIS L. REV. 383, 395 (1988) (explaining that “affirmative action” was directed at “patterns of past discrimination built into institutional systems so they are re-created without the necessity of malice” or actual intent). Similarly, historic patterns of Latina/o invisibility are now built into institutional systems, and may be re-created without the necessity of malice or intent.

18. Because of faculty mobility and annual changes to curricula at various schools, this project only can document the information reported by schools and faculty in response to the two questionnaires employed in this study, or that we obtained via school websites and catalogs for those schools that “neglected” or “declined” to respond to the questionnaires and our follow-up efforts. See *infra* notes 41-43 and accompanying text.

19. Because this study is based chiefly on the information reported by schools and faculty, the information provided (or omitted) by these sources necessarily establishes the parameters and limits of the findings presented here. It thus bears emphasis that this study is but a first step toward mapping and understanding the (non)inclusion of Latinas/os in the law school curriculum. This study therefore cannot and does not claim to provide definitive details or answers to the many issues broached here, or otherwise raised by the data. However, this study does create the most complete “picture” or snapshot of Latinas/os in the formal law curriculum that exists to date, and thus serves as a springboard to follow-up efforts. Ideally, this study will encourage LatCrit scholars and other interested parties to develop the findings and observations presented below to promote a greater inclusion than is reported here.

20. “We” refers to a small team of dedicated assistants, to which I am profoundly grateful, including: Cari Bergnes, Beatriz Garrido, Ardlisse Monasterios, Jessica Serna, and Belkys Torres. The spring 2000 questionnaire is included in the Appendix to this article. The law schools to which the

Appendix to this article, focused on courses that might be described as “primarily” devoted to “Latinas/os and the Law” as a category of study. In the parlance of this project, this type of Latina/o-focused course became known as a “primary” course, while other courses with some coverage of Latinas/os became “related” courses, as described in more detail below.²¹

A few weeks later, a duplicate of that questionnaire was sent to all non-responding schools asking, again, for the requested information. After that follow-up mailing, we followed up again via fax. Finally, a few weeks later, we contacted by telephone every school that still had not responded to obtain the requested information. The aim was to ensure as complete a compilation of curricular information as possible under the circumstances of this informal study.²²

This initial documentation process included a request that each school identify the faculty member(s), whether full-time or otherwise, teaching the reported courses. This request allowed a follow-up with each identified faculty member to confirm the course information reported by the institution, and to obtain further information regarding the nature, content, and design of these courses. Through these direct faculty follow-ups we also elicited anecdotal accounts of classroom experiences to supplement the data gathered via the questionnaires. These follow-up efforts therefore served both to verify the statistical data as well as to amplify it.

Moreover, through these follow-up efforts we also were able to assemble a Syllabi Bank, discussed in more detail below.²³ This Syllabi Bank forms the main source of pedagogical information presented in this article to identify general approaches to, and materials used in, the teaching of the reported courses in American law schools today.²⁴ Ideally, the Syllabi Table presented in Part III of this article will help nurture the development of similar courses by helping both new and experienced teachers to consider various approaches, materials, and organizational structures for use in these types of courses.²⁵

In reviewing the findings of that initial data-gathering process, one particular detail quickly came to the fore: many schools responded “No” to the question about primary courses on “Latinas/os and the Law,” but then remarked that their curriculum contained “related” courses on topics like “race” or “race relations” or “racism.” In addition, but perhaps less surprising, was a similar type of response, in which schools said “No” to the question on primary courses, but then referred to more “mainstream” doctrinal courses, such as “immigration” or “civil rights” and the like, as providing some measure of Latina/o-focused coverage. These uncertain or

questionnaire was sent were taken directly from the 1999-2000 Directory of the AALS. In total, 164 AALS-member law schools were included in the study.

21. The “primary” courses were the principal focus of the study, but in the process of gathering data, three types of “related” courses became important: related courses on (1) critical race theory, (2) race, racism and race relations, and (3) mainstream doctrinal categories, like civil rights and immigration, which generally are deemed important or especially germane to Latina/o populations in the United States. See *infra* notes 31-32 and accompanying text.

22. The project, as noted earlier, surveyed the AALS member schools identified in the 1999-2000 AALS Directory of American Law Teachers. See *supra* note 20.

23. See *infra* note 119, and accompanying text and tables.

24. The Syllabi Bank consists of hard copies of approximately 40 syllabi for various courses generously contributed by individual faculty for this purpose. Ideally, the Syllabi Bank will make it easier for interested faculty to introduce and teach these courses in their respective institutions. Copies of the Syllabi Bank are available upon request to latcrit@law.miami.edu. The Syllabi Tables presented below in the text of this article lists the syllabi, courses, and faculty who helped to create this Syllabi Bank.

25. Interested faculty may contribute additional syllabi to the Syllabi Bank, as a way of keeping it current or expanding its coverage, by sending syllabi to the author at the Miami School of Law.

ambivalent responses, while reporting the absence of a primary course on Latinas/os and the Law, indicated some formal curricular coverage of Latina/o communities and their sociolegal circumstances in law courses devoted principally to race/ethnicity studies or in “mainstream” courses that are oftentimes (deemed) especially germane to Latina/o populations in the United States. These responses, and in particular those regarding the race/ethnicity courses, raised or renewed questions and issues that have been threshold matters in the inception and cultivation of LatCrit theory.

From the beginning of LatCrit theorizing in the mid-1990s, LatCrit scholars have, of course, interrogated “race” and “ethnicity” as social and legal constructs, thus engaging and continuing lines of critical inquiry developed in outsider jurisprudence a decade earlier.²⁶ LatCrit theorists, however, also have focused on questions relating to these two constructs that became threshold considerations for the formation of LatCrit theory as a distinct genre of critical legal theory. From the beginning of the LatCrit enterprise, LatCrit theorists have investigated the relationship of “race” and “ethnicity” to each other, *as well as* their interaction in the formation of populations within the borders of the United States (and beyond) that might be racially/ethnically described as “Latina/o.”²⁷ This investigation surfaced as a threshold consideration in the formation and articulation of LatCrit theory precisely because the formation of “Latina/o” identities in the United States has remained—until now—a marginal area of legal studies, whether critical or conventional in nature.

In those early LatCritical exchanges, varied views were aired and discussed before a consensus emerged.²⁸ That consensus reflected a realization, adduced via the exchanges, that “race” and “ethnicity” were and are central to the construction of Latina/o lives and histories. Both were and are used to construct “Latina/o” identities in law and society, and consequently, both require(d) LatCritical

26. The term “outsider jurisprudence” is Professor Mari J. Matsuda’s. See Mari J. Matsuda, *Public Response to Racist Speech: Considering the Victim’s Story*, 87 MICH. L. REV. 2320, 2323 (1989). In my view, LatCrit theory is one strand in outsider jurisprudence, along with critical race theory, critical race feminism, Asian American scholarship, and Queer legal theory. See generally Francisco Valdes, *Afterword - Theorizing “OutCrit” Theories: Coalitional Method and Comparative Jurisprudential Experience—RaceCrits, QueerCrits and LatCrits*, 53 U. MIAMI L. REV. 1265 (1999) (drawing lessons for LatCrit from the experiences of other outsider efforts, principally those of RaceCrits and QueerCrits); see also Elizabeth M. Iglcias, *Foreword—LatCrit Theory: Some Preliminary Notes Towards a Transatlantic Dialogue*, 9 U. MIAMI INT’L & COMP. L. REV. 1 (2000-01) (locating LatCrit theory in and against seven strains of critical legal discourse including Critical Legal Studies, Critical Race Theory, Feminist Critical Legal Theory, Critical Race Feminism, Asian Pacific American Critical Legal Scholarship, Chicana/o Studies, and Queer Legal Theory). Though voluminous and diverse, much of the early critical work on “race” in law and legal theory was conducted under the rubric of critical race theory. For the most recent collection of works on critical race theory, see CROSSROADS, DIRECTIONS AND A NEW CRITICAL RACE THEORY (Francisco Valdes, Jerome McCristal Culp, Jr. & Angela P. Harris eds., 2002).

27. For instance, the 1995 colloquium at which the term “LatCrit” was coined, and at which the First Annual LatCrit Conference was initially conceived, was focused on the role of “Latinas/os” in critical race theory specifically. For the proceedings of that colloquium, see Colloquium, *Representing Latina/o Communities: Critical Race Theory and Practice*, 9 LA RAZA L.J. 1 (1996). A few months later, the LatCrit I program was focused on race and ethnicity in relationship to the possibility of Latina/o pan-ethnicity. For more information on the LatCrit I conference, including the full text of the symposium based on its program, visit www.laterit.org. See also *infra* notes 28-31 and sources cited therein on “race” and “ethnicity” in LatCrit analysis of “Latina/o” concerns.

28. Compare Ian F. Haney Lopez, *Race, Ethnicity, Erasure: The Salience of Race to LatCrit Theory*, 85 CAL. L. REV. 1143 (1997); 10 LA RAZA L.J. 58 (1998) (on race) and Perea, *The Black/White Binary Paradigm of Race*, *supra* note 17 (on ethnicity). For a discussion of this exchange and the consensus that, in my view, it produced, see Valdes, *Under Construction*, *supra* note 8, at 1108-22.

interrogation. Those early exchanges thus produced a collective realization that the separation of “race” and “ethnicity” in law and legal theory remained a blurry and unstable distinction that LatCrit theorists must—and did—reject in order to craft a socially relevant analysis of the Latina/o condition under the Anglocentric rule of the United States.²⁹ Since then, both race and ethnicity have remained central lenses of LatCritical inquiry.³⁰

However, it appeared from the uncertainty conveyed in the ambivalent responses mentioned above that this consensus has yet to penetrate the formal curriculum. As a whole, they seem to indicate that “Latinas/os” receive only superficial or selective study in “related” law school courses—including those devoted explicitly to “race” or race relations—even though LatCrit theorists conclusively have shown the “salience” of race to the formation of Latina/o communities.³¹ The responses described above therefore prompted a second round of fact-finding. To conduct this second round, we developed a second questionnaire—also included in the Appendix to this article—that requested both more expansive and specific information on “related” courses of various types, and also on the level or extent of coverage within them focused on Latinas/os *qua* Latinas/os.³²

In the 2000-2001 academic year, we undertook a data-gathering process similar to the initial one described above. But in this second fact-finding round, we also sought to identify all law school courses devoted to “race” or “ethnicity” and, for each such course, to ascertain whether, and if so to what extent, they included coverage that might be described as focused on Latina/o populations or the issues (deemed) most germane to Latinas/os. In this second round, therefore, the project’s

29. For some examples of LatCrit engagements on race, for instance, see Ian F. Haney Lopez, *Retaining Race: LatCrit Theory and Mexican American Identity in Hernandez v. Texas*, 2 HARV. LATINO L. REV. 279 (1997) (examining the racialization of Latinas/os through the text of a Supreme Court opinion); Kevin R. Johnson, “Melting Pot” or “Ring of Fire”? *Assimilation and the Mexican-American Experience*, 85 CAL. L. REV. 1261 (1997); 10 LA RAZA L.J. 175 (1998) (describing the author’s racialization as a Latino growing up in California); Cheryl Little, *Inter-group Coalitions and Immigration Politics: The Haitian Experience in Florida*, 53 U. MIAMI L. REV. 717 (1999) (discussing the racial politics among Latina/o groups on immigration issues); Guadalupe Luna, *On the Complexities of Race: The Treaty of Guadalupe Hidalgo and Dred Scott v. Sandford*, 53 U. MIAMI L. REV. 691 (1999) (comparing and contrasting “race” and its operation in a Latina/o and African American identity context); George A. Martinez, *The Legal Construction of Race: Mexican-Americans and Whiteness*, 2 HARV. LATINO L. REV. 321 (1997) (reviewing court opinions that label, and construct, racial identities for Latinas/os); George A. Martinez, *African-Americans, Latinos and the Construction of Race: Toward an Epistemic Coalition*, 19 CHICANO-LATINO L. REV. 213 (1998) (examining racial politics between Latinas/os and African Americans to encourage coalitional group efforts); Rachel Moran, *Neither Black Nor White*, 2 HARV. LATINO L. REV. 61 (1997) (analyzing Latinas/os’ anomalous position in U.S. racial categories).

30. These engagements have been programmatic, and designed to advance race critical studies in LatCrit venues and ways. For a discussion of programmatic efforts, see Iglesias & Valdes, *LatCrit at V*, *supra* note 5, at 1292-98.

31. See, e.g., Enid Trucios-Haynes, *Why “Race” Matters: LatCrit Theory and Latina/o Racial Identity*, 12 LA RAZA L.J. 1 (2001) (outlining why “race matters” in social and legal analysis of the Latina/o condition, and specifically in LatCrit theory); see *supra* notes 26-29 and sources cited therein on race studies in LatCrit theory; compare *infra* notes 67-78 and accompanying text on the findings reported here.

32. This second questionnaire requested respondents to “specify as best as possible the approximate amount of class time actually devoted to issues focused substantially on Latinas/os and the law (for instance, the number of weeks or class sessions)” devoted to that purpose. See *infra* Appendix. Thus, the data presented here on “levels” of coverage focused on Latinas/os in “related” courses is framed in these terms, as well as in percentages. See, e.g., *infra* notes 66-68, 70-72, 74-75, and accompanying text on the levels of coverage in various types of “related” courses.

purview expanded. We set out not only to take a snapshot of the curriculum on “Latinas/os” but also a snapshot of the curriculum on “race” and “ethnicity” more generally. Through this second round, we also were able to update the information gathered the prior year in all respects, and thus to present the “combined findings” for 1999-2000 and for 2000-2001, as summarized below and detailed in the five tables of the Appendix.

In this way, and over this time, the project took on its three main purposes, which are both interrelated and mutually-reinforcing. The first remains the original motivation: taking a snapshot of the study of Latinas/os *qua* Latinas/os in the formal law school curriculum. The second purpose is to produce a snapshot of the formal curriculum on race and ethnicity in “related” courses focused on these two constructs and their operation in law and society. The third purpose is to generate a better sense of the relationship between “Latinas/os” and “race” or “ethnicity” in the formal curriculum as reflected in the design, materials, and pedagogy of these courses—and in light of the early LatCrit exchanges and resulting consensus on this particular point.³³ In pursuing these three purposes, the combined findings presented here ideally will help to connect curricular analysis and reform to LatCrit discourse on the substance of these threshold questions, as well as on the perennial issues they continue to raise both in and outside of the classroom relating to legal education and social justice.³⁴

Once the data from the two rounds of fact-finding were combined, the results became the basis of a presentation at the Seventh Annual LatCrit Conference (LatCrit VII) in Oregon during May 2002. At that presentation a group of about thirty scholars, students, and activists discussed the findings and their implications, as well as possible follow-up actions. After that discussion, we sent e-mail queries to all conference participants requesting confirmation or correction of the findings pertaining to their respective schools or courses, as well as soliciting supplemental or anecdotal information.³⁵ Finally, to conclude the fact-finding process, we sent targeted e-mails and visited school websites to finalize—as much as possible under the circumstances—the remaining specific gaps in the combined findings.³⁶

Hopefully, the combined findings of the two surveys reported below will lend themselves to manifold reformatory uses by persons interested in curricular development on race, ethnicity, and LatCrit theory or, more broadly, outsider jurisprudence. As mentioned above, the identification of courses and faculty on the subjects of race, ethnicity, and Latinas/os can provide a basis for the formation of new networks to exchange information about course design and pedagogy, which, in turn, can aid the improvement of formal legal education on these topics. Similarly, the documentation of the mixed results reported below ideally will help to raise awareness—both within the academy and beyond it—of curricular needs and gaps.

33. See *supra* notes 28-31 and sources cited therein on race (and ethnicity) in LatCrit theory.

34. See *supra* notes 14-17 and 86-87 and sources cited therein on the history and state of formal legal education in the United States.

35. Anecdotal information also was included occasionally in cover notes that accompanied the responses to the questionnaires. Throughout this article, I refer to anecdotal accounts from time to time to illustrate or amplify the information and observations based on the raw data collected via the two questionnaires and related follow-up efforts.

36. This project’s limitations bear reminder from time to time. In particular, this project’s findings are limited chiefly by the information actually and accurately provided—or omitted or erroneously reported—in the responses to the questionnaires that comprise this study. See *supra* note 19. For example, schools sometimes reported information inaccurately or incompletely, or neglected or declined to report information. See *infra* notes 41-43.

This heightened awareness may yield needed reforms to ameliorate the histories and legacies of invisibility that still shroud Latinas/os and other marginalized groups in formal legal education. The snapshot provided by the combined findings also can help establish a baseline from which to measure progress—or its lack—in coming years, as we revisit this issue periodically. Finally, but most proximately, the combined findings can enable immediate follow-up actions in programmatic terms through various professional organizations or venues, including, but not limited to, annual LatCrit conferences and other similar events.³⁷ In sum, the combined data are proffered here to all interested parties as building blocks toward the advancement of legal education on race and ethnicity generally, and especially on Latinas/os *qua* Latinas/os, at the turn of a millennium predicted to witness the emergence of this group as the nation's most numerous "minority" population.³⁸

II.

SUMMARY OF COMBINED FINDINGS—2000 AND 2001

As mentioned at the outset, the combined findings and results on "primary" and "related" courses gathered via the two data-finding phases of this project present a mixed picture both on race and ethnicity as well as on Latinas/os. A total of 164 schools responded to the first and/or second rounds of data-gathering described above³⁹ and, of these, 136 schools reported offering either or both types of courses.⁴⁰ Yet, 26 schools reported "none" to all categories of courses,⁴¹ while another 21 schools either declined to participate⁴² or neglected to respond to the repeated requests for information during the two-year fact-finding process.⁴³ Thus, almost all

37. See *infra* note 105 and accompanying text on some follow-up programmatic events already under discussion, and contemplated for the next annual LatCrit conference in May 2004.

38. See *supra* note 6 and sources cited therein on recent and current demographic statistics.

39. See *supra* notes 20-33 and accompanying text describing the project's two phases.

40. For the combined "overall" findings, see *infra* Table 5 of the Appendix.

41. The 26 schools reporting "none" on all courses or questions were: Arkansas-Fayetteville, Arkansas-Little Rock, Baylor, Case Western, Catholic University of America, Drake, Louisville, Loyola-Chicago, Loyola-New Orleans, Maine, Michigan, Michigan State, Mississippi College of Law, Montana, Northeastern, Notre Dame, Ohio Northern, Oklahoma, Pepperdine, Quinnipiac, South Dakota, Southern Illinois, Texas, Virginia, Wyoming, and Yale. Of these 26 schools, 4 of them apparently do have some courses relevant to this study. These schools are Arkansas, Case Western, Northeastern, and Yale. Thus, after the follow-up research, 22 of these 26 appear truly to have "none." These remaining 22 schools are: Arkansas-Fayetteville, Baylor, Catholic University of America, Drake, Louisville, Loyola-Chicago, Loyola-New Orleans, Maine, Michigan, Michigan State, Mississippi College of Law, Montana, Notre Dame, Ohio Northern, Oklahoma, Pepperdine, Quinnipiac, South Dakota, Southern Illinois, Texas, Virginia, and Wyoming. This kind of discrepancy based on (non)reported information illustrates one limitation in this study. See *supra* note 19.

42. The 6 schools declining to respond to the questionnaires were: (1) Brooklyn, where the Dean's secretary affirmatively notified us that "no one could help" with the survey after our third call; (2) Harvard, where the Dean's secretary advised us that the school would "not respond" to the survey, without providing any reason, and again on the third call; (3) Mercer, where the Dean's secretary advised us that the Dean had received the survey and "that it was at his discretion to answer"; we never received a response; (4) Toledo, where the Dean's secretary advised us that the school "did not have time" to respond to the questionnaire; (5) Wake Forest, where the Dean's secretary "explained that the Dean had received the survey several times but had chosen not to respond"; and (6) William & Mary, where "no one was able to help" provide a response after repeated calls and messages. LatCrit Curriculum Project Files (copy on file with author). Any information presented below respecting these schools therefore derives from the schools' official websites and related research.

43. This "neglect" was quite persistent, in light of the numerous follow-up contacts via fax and phone. The 15 schools in this category are: Arizona, Baltimore, Duquesne, Georgia State, Gonzaga,

of the AALS member law schools in the country—136 of 164—report offering some formal opportunity for the study of “race” and/or “ethnicity” and/or “Latinas/os” to their students.⁴⁴

These 136 schools reported a total of 337 courses of either or both types.⁴⁵ Of these 337 courses, 20 are devoted “primarily” to Latinas/os and the Law,⁴⁶ while the others are deemed “related” to Latinas/os *qua* Latinas/os in one way or another—either in the form of “critical race theory” and other “race/racism/race relations” courses or in the form of more “mainstream” courses on topics like immigration and civil rights.⁴⁷ The project therefore identifies three types of “related” courses that reported providing some coverage of Latinas/os and the Law: (1) those that focus specifically on critical race theory, (2) those that focus more broadly on race, racism or race/ethnicity relations, and (3) those that focus on “mainstream” categories of legal doctrine oftentimes deemed especially germane to Latinas/os. The first of these “related” categories—“critical race theory” courses—distinguishes explicitly “critical” courses from the remainder.⁴⁸

Of the 317 total “related” courses, 20 were on “critical race theory”⁴⁹ while another 113 were on “race/racism/race relations and the law.”⁵⁰ The bulk of the remainder—182 courses—represent the more “mainstream” courses on general doctrinal topics deemed especially “related” to Latina/o communities.⁵¹ In addition, of the 337 total courses identified in this project, 12 are clinical courses—one of these is in the “primary” category and the other eleven in “related” categories.⁵² Thus, Latinas/os indeed may be found in several portions or pockets of the contemporary law school curriculum, including a handful of courses devoted specifically to this branch of legal studies. As discussed below, however, these findings provide a mixed picture that counsels against complacency.

Kentucky, New Mexico, Richmond, San Francisco, Suffolk, Temple, Utah, Washburn, University of Washington, and Whittier. In each instance, we followed up on the two questionnaires numerous times and each time were asked to “call back”—but we never received either a completed form nor any other communication refusing or declining to do so. LatCrit Curriculum Project Files (copy on file with author). Any information presented below respecting these 15 schools therefore derives from the schools’ official websites and related research.

44. This estimate is based on the number of AALS member schools in the 1999-2000 Directory. See *supra* note 20.

45. For an overview of the combined findings, see *infra* Part II, Summary Table of Combined Findings.

46. For the results on the “primary” courses, see *infra* Table 1 of the Appendix.

47. For the results on the “related” courses, see *infra* Tables 2-4 of the Appendix.

48. It bears note that legal studies devoted to “race” or “ethnicity” or even “Latinas/os” are not always “critical” in perspective or approach.

49. For the results on the critical race theory courses, see *infra* Table 2 of the Appendix.

50. For the results on the race, racism and race relations courses, see *infra* Table 3 of the Appendix.

51. For the results on the mainstream “related” courses, see *infra* Table 4 of the Appendix.

52. The 12 clinical courses and respective schools are: Criminal Justice Clinic (Howard), Legal Aid Clinic (Idaho), East San Jose Community Law Center Clinical Service (Santa Clara), Civil Clinic (North Carolina), Indian Country Environmental Justice Clinic (Vermont), Clinic for Asylum, Refugee and Immigrant Services, Farmworker Legal Aid Clinic, Federal Tax Clinic, Civil Justice Clinic (Villanova), Civil Rights & Community Justice Clinic (Washington), Immigration Law Clinic (West Virginia), and Immigration Clinic (William Mitchell). See *infra* Table 5 of the Appendix. Of these, the Farmworker Legal Aid Clinic at Villanova is deemed a “primary” course because it was reported to be devoted “100%” to Latina/o clients. See *infra* note 56.

A. *Primary Courses: "Latinas/os and the Law" Courses*

The study found 20 schools offering 20 primary courses, of which 7 were devoted specifically to "Latinas/os and the Law"⁵³ while another 10 were devoted to courses on topics like "Comparative Law" that are focused on Latin American legal systems.⁵⁴ In addition, 2 more of these primary courses are devoted to "Legal Spanish"⁵⁵ while another is a clinical course—apparently, the only law school clinical course or program in the nation devoted entirely to Latina/o-identified issues or clients.⁵⁶ Eight of these 20 primary courses are taught "every year" while another twelve are offered "every other year" or less. Most of the primary courses are taught by full-time faculty, and just over half of them—11—are offered for three academic credits. These courses attract enrollments that range from 7 to 20 students, although enrollment figures tend to cluster mostly in the low-to-mid teens.⁵⁷

Perhaps unsurprisingly, the seven schools that offer the seven "Latinas/os and the Law" courses are in California and other Latina/o-intensive locales: 4—over half of the 7—are in California and the rest are in New Jersey and Illinois schools.⁵⁸ Apparently, some (if not all) of these seven primary courses are offered only—or chiefly—because individual faculty are interested in or committed to providing legal education to their local students on this topic, and because they decided to fill a curricular void in their respective institutions.⁵⁹ As a whole, then, very few law students have access to the "primary" courses and, of those, most are geographically concentrated in one state and a couple of other regions. Yet, the full-time status of the faculty teaching these courses at the identified schools suggests that these

53. The 7 "Latinas/os and the Law" primary courses and respective schools are: Latinas/os and the Law (UC Davis), Latinas/os and the Law (UCLA), Latinas/os and the Law (California Western), Latinas/os and the Law (Illinois), Latinas/os and the Law (Loyola-Los Angeles), Latinas/os and Native Americans: LatCrit Theory (Northern Illinois), and LatCrit: Beyond the Black/White Paradigm (Seton Hall). See *infra* Table 1 of the Appendix.

54. The 10 "Comparative Law" primary courses and respective schools are: Comparative Law: Latin American in the U.S. (Alabama), Temas Especiales en Derecho Internacional (American), Inter-American Human Rights Law (American), Comparative Law: Latin American Law (Connecticut), Law and Politics in Latin America (Northeastern), Seminar on Constitutional Relation between the U.S. and Puerto Rico (Puerto Rico), Latin American Legal Development (Richmond), Latin American Law and Institutions (Southwestern), Latin American Business Law (Stetson), and Immigration Law: Problems in Mexican Migration To The U.S. (Wisconsin). See *infra* Table 1 of the Appendix. As one anecdotal account illustrates, primary courses on Latin America or on comparative law can be linked to Latina/o-focused studies: "many of the themes [in these types of courses] are relevant to the Latina/o experience in this country—questions of race, sexuality, sexual orientation are common to discussions of culture both in Latin America and Latina/o communities" in the United States. "In fact," continues one faculty respondent teaching in this area, "my aim is to analyze critically many aspects of Latino/a-ness in the hope of interrogating assumptions about both Latin American and these communities in the U.S." LatCrit Curriculum Project Files (copy on file with author).

55. The 2 "Legal Spanish" primary courses and respective schools are: Legal Spanish (Florida State) and Spanish for American Lawyers (North Carolina). See *infra* Table 1 of the Appendix.

56. This clinical course is the Farmworker Legal Aid Clinic (Villanova). See *infra* Table 1 of the Appendix. This clinic is included as a primary course because Villanova reported that: "100% of the clinic's clients are Latinas/os." LatCrit Curriculum Project Files (copy on file with author).

57. See *infra* Table 1 of the Appendix.

58. The schools in California are: UC Davis, UCLA, California Western, and Loyola-Los Angeles; in New Jersey, the school is Seton Hall. The two Illinois schools are Illinois and Northern Illinois. See *infra* Table 1 of the Appendix.

59. For example, the anecdotal accounts indicate that individual faculty members have taken the initiative, especially in recent years, requesting to teach these courses—sometimes in response to "student demand" or interest. These accounts include those that have produced the "new" courses on Latinas/os and the Law introduced in the past year or two. See *infra* note 61.

offerings are likely to remain in the curriculum—at least for as long as these teachers are willing and able to carry these courses as part of their recurrent teaching loads.⁶⁰

Interestingly, 4 of the 7 courses on Latinas/os and the Law—again, over half—were reported as a “new course” introduced to the curriculum in the year 2000.⁶¹ From one perspective, then, these primary courses have more than doubled in the past couple of years. From this comparative perspective, the curricular trends are congruent with the larger demographic and economic trends in the United States, as noted earlier.⁶² Three of these four courses, however, are scheduled to be offered “every other year”—and the scheduling cycle for the fourth new course on Latinas/os and the Law was reported as uncertain.⁶³

In absolute terms, the bottom line is quite clear: most law students in the United States never will receive the opportunity to enroll in any “primary” course—whether devoted specifically to “Latinas/os and the Law” or focused on “Comparative Law” with an inter-American orientation—during the regular course of their formal legal education. Students in California and other Latina/o-intensive locales may fare a bit better, but even then they will have limited opportunities to enroll during their three years in law school: more than half of *all* primary courses—12 of the 20—are offered only every other year or less.⁶⁴

This paucity of primary course offerings—of formal opportunities in legal education to engage in focused studies of Latina/o populations—without question projects into the present the historic invisibility of Latinas/os in legal culture and discourse. The combined results on “primary” courses therefore call for continued LatCritical scrutiny to encourage and track the evolution of the curricular trends toward fragile inclusion suggested by these findings, while at the same time confirming the need to expand and accelerate these belated trends to better match the larger social or demographic developments that they seem to effectively reflect. It is this beckoning that formulates LatCrit’s principal challenge in curricular reform.

60. On the other hand, anecdotal information reveals that some of these courses are precarious. In one instance, the course was introduced as an “overload” course for a faculty member scheduled to go on sabbatical the following year. Similar factors bring into question the staying power of these (and other) courses identified in this project. See *infra* note 64 for some examples of these factors and similar variables.

61. The 4 “new” “Latinas/os & Law” courses are: Latinos/as and the Law (UC Davis), Latinos and the Law (UCLA), Latinas/os and the Law (California Western), and LatCrit: Beyond the Black/White Paradigm (Seton Hall). See *infra* Table 1 of the Appendix.

62. See *supra* note 6 and sources cited therein on Latinas/os’ growing presence in the United States.

63. The 3 new courses scheduled to be offered “every other year” are: Latinos and the Law (UCLA), Latinas/os and the Law (California Western), and LatCrit: Beyond the Black/White Paradigm (Seton Hall). The scheduling cycle remains uncertain for Latinos/as and the Law (UC Davis). See *infra* Table 1 of the Appendix.

64. Course offerings “every other year” or less effectively mean that upper-level students eligible for enrollment in these courses will have at most one opportunity during their second or third year of law school to enroll in such a course, but the vagaries of academic and student schedules oftentimes produce conflicts that prevent students from enrolling in courses. These factors can include, in addition, faculty sabbaticals and visits to other schools, which interrupt these limited course offerings and make access to them even more elusive. Thus, the scarcity of these course offerings, coupled with the typical demands or limitations on student and faculty schedules, can inhibit access to these educational opportunities as a practical matter, and despite the formal inclusion of the course in the curriculum. See, e.g., *supra* note 60 and *infra* note 85 for some examples of these and similar exigencies.

B. *Related Courses: "Critical Race Theory" Courses*

In addition to the combined findings on the "primary" courses summarized above, 20 schools reported offering 20 "related" seminars or courses titled "Critical Race Theory" to enrollments ranging from 9 to 40 students, and 12 of these—over half—are offered every year.⁶⁵ Nearly all of these related courses also are taught by full-time faculty, usually for three credits or more. And about a third of these explicitly critical courses—7—reported providing some level of specific coverage devoted to Latina/o-associated issues or topics, ranging from "2 of 14 sessions" and "one eighth" of the course to "40%" of the course.⁶⁶ On average, however, the related courses on "Critical Race Theory" that reported a level of specific coverage devoted to Latinas/os indicate that students in those courses should expect about 10-15% of the class to be devoted to Latinas/os.⁶⁷ In the final analysis, then, the combined findings seem to corroborate the indications on "race" and "Latinas/os" that were projected in the uncertain responses that triggered the project's second round of fact-finding: "race" critical courses provide some but limited coverage devoted "primarily" to Latinas/os and the law.⁶⁸

C. *Related Courses: "Race, Racism and Race Relations" Courses*

Additionally, 85 law schools reported offering another 113 law courses on "Race, Racism and/or Race Relations."⁶⁹ These additional "related" courses typically are taught every year by full-time faculty to student enrollments of 3 to 80, usually for two to four academic credits. Of these 113 courses, about a quarter—27—specified the level of coverage devoted specifically to Latinas/os, and these levels ranged from several courses reporting "one week" to one course that reported "50%" of the course devoted to Latinas/os and the law.⁷⁰ On average, however, these additional "related" courses on race and the law reported devoting between 1 and 3 weeks of the semester, or again about 10-15% of the course, to the focused study of legal issues deemed especially germane to Latina/o communities or persons.⁷¹ Thus, as with the critical race seminars or courses, these other race-related courses offer some, but limited, coverage of Latinas/os *qua* Latinas/os that

65. See *infra* Table 2 of the Appendix.

66. The course reporting the highest level of coverage in this category was Critical Race Theory (North Carolina). See *infra* Table 2 of the Appendix. Interestingly, however, as one faculty respondent noted in an anecdotal account relating to critical race courses, sometimes Latina/o-identified topics can enliven race discussions: in that instance, "language rights was the hottest (most controversial) topic" of the semester. LatCrit Curriculum Project Files (copy on file with author).

67. Of necessity, this estimate is based on those courses within this category that elected to provide specific information on Latina/o-focused coverage.

68. See *supra* notes 66-67 and accompanying text on these responses; see also *infra* Table 2 of the Appendix.

69. See *infra* Table 3 of the Appendix.

70. The course reporting the highest level of coverage in this category was Race and Law (Vermont Law School). See *infra* Table 3 of the Appendix. The general status quo is aptly captured in one faculty respondent's anecdotal account: "Each time I teach the [Law and Race] seminar, I lament the fact that I don't do more regarding Latinos and Latinas." LatCrit Curriculum Project Files (copy on file with author).

71. Again, this estimate of course is based on those courses within this category that provided specific information on Latina/o-focused coverage.

seem, again, to comport with the ambivalent responses of the project's initial data-gathering process.⁷²

D. *Related Courses: "Mainstream" Doctrinal Courses*

Finally, 83 schools reported offering another 188 "related" law courses that are not generally focused on critical race theory or other race/ethnicity-related topics.⁷³ These other "related" courses typically train attention on "mainstream" areas or categories of legal doctrine and study, such as equal protection, international human rights, employment discrimination, immigration and naturalization law, civil rights, poverty law, criminal justice, and the like, all of which seem to be generally associated in the United States with Latina/o populations. These "related" mainstream courses are taught by a combination of full-time and non-full-time faculty to enrollments ranging from 3 to 90 students, usually for two to four credits, and typically on a yearly basis.

Of these 188 related "mainstream" courses, 91—about half—provided additional information on their levels of specific coverage focused on Latina/o issues. These levels ranged from several reports of "one class" to one report of "50%" of the class.⁷⁴ On average, however, the levels of specific coverage on Latina/o-associated issues reported for these related mainstream courses tend to be about 20% of the course,⁷⁵ thus indicating (perhaps in a counterintuitive way that may warrant some skepticism) that these courses tend to offer slightly more coverage of Latinas/os *qua* Latinas/os than those devoted to critical race theory or to race, racism and race/ethnicity relations.

E. *Summary Assessment: "Primary" and "Related" Courses*

While these figures indicate that most law schools provide one or more formal opportunities for the study of these socially and legally relevant topics when broadly framed to include "mainstream" courses, they also reflect that most schools still fail to provide their students with any opportunity to engage in the formal study of legal issues *focused* on "race" or "ethnicity" and/or "Latinas/os" in the context of a law school course. These numbers thereby show significant but qualified inclusion in absolute terms. Though this bottom line applies especially to the handful of "primary" courses on "Latinas/os and the Law" that reach only a severely limited number of students, it also applies to all of the "related" courses—whether those focused on the study of "race" or those of a more general or "mainstream" nature—that allocate a relatively meager 10-20% of total course time to this topic.

Structurally, these combined findings depict a basic—and familiar—two-track development of formal legal studies on Latinas/os specifically, and on race and

72. See *supra* notes 70-71 and accompanying text on these responses; see also *infra* Table 3 of the Appendix.

73. See *infra* Table 4 of the Appendix.

74. The two courses reporting the same highest levels of coverage in this category are Legal Control of Discrimination (Nebraska) and Jurisprudence: Critical Lawyering (St.Mary's). See *infra* Table 4 of the Appendix. In their anecdotal accounts, faculty members suggested that the areas in mainstream courses most likely to elicit Latina/o-focused discussion included profiling, preemptory challenges, English-only regulations, and similar topics. LatCrit Curriculum Project File (copy on file with author).

75. As noted above, *supra* note 67, this estimate necessarily is based on those courses within this category that actually provided specific information on Latina/o-focused coverage. See *supra* notes 73-74 and accompanying text on these responses; see also *infra* Table 4 of the Appendix.

ethnicity more generally. The first “track” consists of “specialty” courses that are focused on “Latinas/os” or on “race/racism/race relations,” while the second track consists of “mainstream” doctrinal courses devoted to more generalized topics like immigration, human rights, employment law, or civil rights. Enrollment figures for the Latina/o and race courses tend to concentrate in the 10 to 25 range, while the mainstream courses for the most part tend to be larger. Numerically, however, both “tracks” tend to reach relatively few American law students in any given year: for instance, in the two academic years spanning this project—1999-2000 and 2000-2001—law students in J.D. programs nationwide numbered 125,184 and 125,173, respectively.⁷⁶ Based on the findings reported here, about 5875 to 6506 students enrolled in all of the primary and related courses identified in this study during those two years.⁷⁷ Thus, using a rounded-off total of 125,000 J.D. students nationwide, less than 5% percent of all law students in the 1999-2000 and 2000-01 academic years would have been enrolled in one of these courses.⁷⁸ Based on the combined findings reported by schools and faculty, less than 5 in 100 law students received *any* formal education on race, ethnicity, or Latinas/os and the Law during the past two academic years.

These student and enrollment figures of course raise numerous questions ripe for follow-up investigation: for example, why such low enrollments, why such limited coverage of Latinas/os in race courses, why so few courses on Latinas/os and the Law? On the whole and at best, these figures, in tandem with the overall combined results for all courses, thereby provide grounds for some cautious optimism: the mixed findings of this project depict a definite yet limited availability, accessibility, and delivery of formal educational opportunity regarding these topics during the process of a contemporary legal education in the United States. These results, in other words, depict a definite but limited penetration of the curriculum and consciousness of the contemporary American law school on these issues or topics.

These results also show a mixed, and perhaps not too surprising, geographic distribution for the current course offerings. By and large, as noted above, the combined findings of this project indicate that progress on “primary” courses devoted to Latinas/os and the Law, such as it is, is concentrated mostly in one state on the nation’s West Coast.⁷⁹ Thus, the progress being made is not being made across the board, nor consistently throughout the country. These results show pockets, rather than blankets, of progress. On a systemic level, these results again depict a definite but limited penetration of formal legal education and discourse.

Perhaps the brightest spot in these results is that most of these courses are taught by full-time faculty, a detail that can correlate to the long-term sustainability and availability of these kinds of courses as part of the formal law school curriculum. These particular findings are significant because they suggest that these courses are being embraced by the category of faculty members with the most power and influence in American legal education—those either with tenure, or those on the

76. The student figures are derived from the American Bar Association’s website, www.abanet.org (last visited on September 16, 2002).

77. These figures are based on the “low” and “high” enrollment figures reported by schools and faculty. See *infra* Table 5 of the Appendix.

78. These figures and calculations produce a generous estimate, as they include all students in courses over the two-year period spanning this project (1999-2000 and 2000-2001), and a student who enrolled in more than one course during that time additionally may “count” as more than one for these calculation.

79. See *supra* notes 53-64 and accompanying text on the “Latinas/os and the Law” courses.

track toward it. However, 6 of the 7 primary courses on “Latinas/os and the Law” are taught by Latinas/os,⁸⁰ and 1 by an Asian American who “could be Latino.”⁸¹ Similarly, it appears that all, or virtually all, of the twenty critical race theory courses identified in this study are taught by faculty-of-color, mostly Black or African American.⁸² For reasons that follow-up research should probe, it appears that no white faculty regularly teach either in the primary courses or in the “critical” courses on race.⁸³ Thus, the existence of these courses in the formal law school curriculum seems rooted more in the incremental diversification of the legal professorate during the past twenty years than in the embrace of race/ethnicity studies by the still-predominantly white legal academy of the United States.⁸⁴

While reflecting some progress toward formal inclusion in the curriculum, these findings consequently do not reflect a general climate of increased acceptance for the study of these issues in legal academia generally. Nor do these combined findings necessarily reflect a climate of increased institutional acceptance for the students, faculty, and staff that embody these issues, and that in recent decades have begun to populate the corridors or classrooms of American law schools. Rather, these findings indicate that entrepreneurial faculty of color and interested students in today’s law schools have teamed up to carve out a relatively “safe zone” for these courses, and for the formal study of these issues, within institutional contexts that otherwise may lend little more than neglectful tolerance to their initiatives and activities.⁸⁵

These combined findings, in other words, capture in concrete terms the difference that diversity can make.⁸⁶ These findings demonstrate the existence of courses that are available today chiefly, it seems, because faculty-of-color have elected to develop, introduce, and teach them. These findings consequently indicate

80. This observation is based on the author’s personal knowledge of the faculty in question.

81. Robert S. Chang, *Racial Cross-Dressing*, 2 HARV. LATINO L. REV. 423 (1997) (observing how the author, “Asian American” also “could be” Latino).

82. This observation is also based on the author’s personal knowledge of the faculty in question, but the assessment is complicated by some schools’ reports that the faculty teaching these courses “vary” over time.

83. As noted above, these assessments are based on the author’s personal knowledge of the faculty identified in the study as teaching these courses, but these assessments are complicated by reports that teaching faculty can “vary” over time for some courses. See *supra* note 64, 82.

84. See *supra* note 15-17 and sources cited therein on diversity in legal education; see also *infra* notes 86-87 and source cited therein on the relationship between diversity and reform in legal education. See generally www.abanet.org for more detailed statistics on both faculty and student diversity spanning from 1963 to 2001.

85. When individual faculty members take the initiative in introducing these courses, they oftentimes do so in conjunction with student interest, see *supra* note 59, and also in the face of general institutional indifference. For example, one anecdotal account reports that, “Since I am the only one on my faculty willing or able to teach [a Race and Law] course, it is unlikely it will be available every year. In fact, I’m pretty sure it will not be offered next year. I am also picking up some other courses next year or the year after, which will make it even more unlikely that I can teach Race and the Law every year.” LatCrit Curriculum Project Files (copy on file with author); see also *supra* notes 60 and 64 for other reports on the introduction of these courses. This “take it or leave it” institutional attitude reflects a general indifference to the accessibility and sustainability of these courses, which also is typified in the student queries providing the original impetus for this project. See *supra* notes 14-15 and accompanying text on the project’s origins.

86. See generally Sumi Cho & Robert Westley, *Historicizing Critical Race Theory’s Cutting Edge: Key Movements that Performed the Theory*, in CROSSROADS, DIRECTIONS AND A NEW CRITICAL RACE THEORY 32 (Francisco Valdes, Jerome McCristal Culp, Jr. & Angela P. Harris eds., 2002) (making a connection between the emergence of critical race theory in the late 1980s to the ongoing diversification of the legal professorate, and to student activism that help to prod that diversification).

tangible, though not necessarily institutional or attitudinal, progress regarding awareness of, and concern for, the presence and treatment of racial/ethnic minorities or interests in today's law schools. Yet these mixed findings make one wonder whether any progress in the formal law curriculum would be evident but for the presence of minority faculty and interested students—and whether such courses can be sustained in spite of the onset of backlash and retrenchment via the “culture wars” that already have decimated diversity and begun to resegregate some prominent law schools around the country.⁸⁷

This brief summary of highlights indicates how the findings regarding the numbers and types of “primary” and “related” courses being offered as of 2000-01 at specific schools present some cause for cautious optimism, and much need for determined perseverance. This summary indicates limited yet actual progress in comparative terms but continued marginality and vulnerability in absolute terms. This summary, and the snapshots that the reported information provides of legal education at the turn of the millennium, counsel LatCritical praxis on curricular reform to preserve and expand the tentative gains of recent years.

To help sort through these mixed findings and results, and thus to help orient the future direction of curricular reform efforts in this area, the following data are broken down into five sets of findings in the Summary Table of Combined Findings that begins on the next page. The summary categories presented below, in order of presentation are: Schools, Courses, Scheduling, Credit, Enrollment, and Faculty, respectively. This summary table, then, is supplemented with the set of five tables presented in the Appendix to this article, which together break down the combined data according to the type of course—whether “primary” or “related”—for each school.⁸⁸ The summary table included here provides a quick statistical overview to accompany this sketch of the combined findings, while the five tables in the Appendix provide the data in their entirety as reported by schools and faculty.⁸⁹

87. See generally ANDREA GUERRERO, SILENCE AT BOALT HALL: THE DISMANTLING OF AFFIRMATIVE ACTION (2002) (documenting the process of resegregation at one prominent institution). For more on the culture wars and critical legal theory, see Francisco Valdes, *Afterword - Beyond Sexual Orientation in Queer Legal Theory: Majoritarianism, Multidimensionality and Responsibility in Social Justice Scholarship, or Legal Scholars as Cultural Warriors*, 75 DENV. U. L. REV. 1409, 1426-43 (1998); see also Keith Aoki, *The Scholarship of Reconstruction and the Politics of Backlash*, 81 IOWA L. REV. 1467 (1996). See generally Kimberlé W. Crenshaw, *Race, Reform and Retrenchment: Transformation and Legitimation in Antidiscrimination Law*, 101 HARV. L. REV. 1331 (1988); Kenneth L. Karst, *Religion, Sex, and Politics: Cultural Counterrevolution in Constitutional Perspective*, 24 U.C. DAVIS L. REV. 677 (1991). The declaration of cultural warfare issued formally, and perhaps most conspicuously, from Republican Presidential contender Patrick Buchanan during his address to the 1992 Republican National Convention. See Chris Black, *Buchanan Beckons Conservatives to Come "Home,"* BOSTON GLOBE, Aug. 18, 1992, at A12; Paul Galloway, *Divided We Stand: Today's "Cultural War" Goes Deeper than Political Slogans.* CHI. TRIB., Oct. 28, 1992, at C1; see also JAMES DAVISON HUNTER, CULTURE WARS: THE STRUGGLE TO DEFINE AMERICA (1991); JAMES HUNTER, BEFORE THE SHOOTING BEGINS: SEARCHING FOR DEMOCRACY IN AMERICA'S CULTURE WAR (1994). Since then, this social conflict has been waged with a vengeance to “take back” the civil rights gains of the past century in the name of the “angry white male.” See Grant Reeher & Joseph Cammarano, *In Search of the Angry White Male: Gender, Race and Issues in the 1994 Elections*, in MIDTERM: THE ELECTIONS OF 1994 IN CONTEXT (Philip A. Klinkner ed., 1996).

88. For a more detailed description of these categories, see *supra* note 7.

89. The Appendix also contains the two principal questionnaire forms used in the project. See *supra* notes 14-15 and accompanying text describing the project's origins and history.

SUMMARY TABLE OF COMBINED FINDINGS—2000 AND 2001

I. SCHOOLS	
164	Total number of schools
26	Number of schools reporting "None" (sometimes incorrectly; <i>see supra</i> note 40)
6	Number of schools that "Declined participation"
14	Number of schools that "Neglected to respond"
136	Total number of schools offering either or both types of courses: "P" (Primary) "R" (Related)
20	Number of schools offering "P" courses (with or without "R" courses)
136	Number of schools offering "R" courses (with or without "P" courses)
II. COURSES	
343	Total number of both types of courses
20	Number of "P" courses
323	Number of "R" courses
20	Number of "Critical Race Theory" courses
113	Number of "Race, Racism and/or Race Relations" courses
188	Number of Other "Related" courses
12	Number of "Clinics"
III. SCHEDULING	
Total number of courses offered:	
199	Every year
51	Every other year
26	"Varies" (includes "Randomly"; "Sporadically"; "One-Time Offered"; "Not offered recently"; "Intermittently"; "Occasionally"; "Most years"; "Almost every year"; "Last time offered..."; "Not taught/last taught in...")
17	"New" (includes the years in which the course started "Spring 2002"; "2001"; etc...)
Number of "P" courses offered:	
8	Every year
6	Every other year
1	"Varies"
4	"New"
Number of "R" courses offered:	
2	Every semester
191	Every year
45	Every other year
25	"Varies"
13	"New"
IV. CREDITS	
Total number of courses offered for:	
1	1 credit
106	2 credits
162	3 credits
11	"2 or 3" credits
12	4 credits
3	"3-4" credits
6	6 credits
4	Other: "1-2 credits"; "3-5 credits"; "5 credits"; "8 credits"
Number of "P" courses offered for:	
6	2 credits
10	3 credits
1	"2 or 3" credits
1	6 credits
1	Other: "1-2 credits"

Number of "R" courses offered for:	
1	1 credit
97	2 credits
153	3 credits
9	"2 or 3" credits
12	4 credits
3	"3 or 4" credits
5	6 credits
5	Other: "1-2 credits"; "3-5 credits"; "5 credits"; "8 credits"; "3 of 6"
V. FACULTY	
274	Total number of faculty teaching <u>either or both</u> types of courses
20	Total number of faculty teaching "P" courses
15	Number of "P" teachers who are full-time
3	Number of "P" teachers who are adjunct or visiting
267	Total number of faculty teaching "R" courses
186	Number of "R" teachers who are full-time
44	Number of "R" teachers who are adjunct or visiting

III.

OBSERVATIONS AND RECOMMENDATIONS

The mixed results reported in the summary discussion and table above, and amplified in the tables presented below in the Appendix, make for some forward-looking, if general, observations regarding both the current situation of and near-term prospects for legal education on Latinas/os specifically, and on race/ethnicity generally.⁹⁰ Perhaps the most striking aspect of the status quo depicted by the findings of this project is the crucial importance of individual law teachers and scholars who are filling the voids of knowledge created by the silence and ignorance that shrouds, today as it has over the ages, the subject of Latinas/os, race, and ethnicity in American law, life, and society.⁹¹ As noted above, the "primary" courses of "Latinas/os and the Law," as well as the "related" courses on critical race theory, are taught exclusively (or virtually so) by faculty of color who have taken on the task of introducing and incorporating those courses into their institution's formal curriculum.⁹² This threshold observation in turn underscores the importance of faculty diversity in both demographic and intellectual terms to ensure the expansion and sustainability of these recent curricular reforms.

Recognition of these threshold observations should motivate proactive action to ensure the sustainability and continuation of these developments, especially in light of the culture wars that have instigated sociolegal backlash and begun to resegregate legal education in racial and ethnic terms.⁹³ These threshold observations, in other words, counsel LatCritical theorizing and activism around

90. As explained earlier, the data is presented with only minimal interpretation to invite collective analysis and follow-up action. See *supra* note 12.

91. See *supra* note 16 and sources cited therein on exclusionary identity politics in the legal professions.

92. See *supra* notes 80-84 and accompanying text on faculty for these two categories of courses.

93. These culture wars—and the sociolegal ambience of hostility toward race and ethnicity that they have excited—may help to explain the refusal (or "neglect") of various schools to respond to this project's questionnaires and follow-up contacts, designed simply to document the study of race and ethnicity in their respective formal curricula. See *supra* note 42 and 43; see also *supra* note 87 and sources cited therein on the culture wars and critical legal theory.

curricular reform in this area in order to resist the likely effects on the curriculum as a function of the larger retrenchment triggered by cultural warfare.⁹⁴ These efforts must continue to focus on faculty and student diversity; as suggested by the combined findings reported here, this diversity—both among faculty and students—provides the important institutional critical mass toward curricular reform.

In addition, and more specifically, LatCritical curricular praxis must aim to foster a multidimensional pedagogy that reflects the advances of outsider jurisprudence and LatCrit theory in recent years.⁹⁵ LatCritical curricular praxis must promote the study of Latinas/os in relationship to race and ethnicity within intergroup frameworks that include international and comparative perspectives as well as interdisciplinary materials and analyses, and these frameworks additionally must help to center intragroup diversities that affect law and policy.⁹⁶ LatCritical praxis must embrace the study both of specific group histories and how they fit into larger patterns of subordination based on colonialism, identity politics, systems of supremacy, capitalism, and, most recently, corporate globalization.⁹⁷ These intergroup frameworks and cross-disciplinary approaches must be designed to help cultivate intra- and intergroup reconciliation and critical coalitions devoted to antisubordination legal reform and social transformation.⁹⁸ In sum, LatCritical

94. For example, one anecdotal account reports that students “were afraid to take [a course on Latinas/os and the Law] because of how it might affect their resumes (stigma)” while another account reported that “there have been a few students who were critical of race-talk” in a related course. The first of these examples echoes similar concerns concerning courses on sexuality or sexual orientation and the law. See generally Francisco Valdes, *Tracking and Assessing the (Non)Inclusion of Courses on Sexuality and/or Sexual Orientation in the American Law School Curriculum: Reports from the Field After a Decade of Effort*, 1 NAT’L. J. SEXUAL ORIENTATION L. 149 (1995). Moreover, both of these examples illustrate the complex dynamics of “silencing” that suppress critical race and LatCritical studies in the legal academy—dynamics that are part of the culture wars. See Montoya, Bender and Roberts, respectively, *supra* note 16 and their articles on silence and “silencing” in contemporary legal education.

95. See *supra* note 9 and sources cited therein on multidimensional analysis and related topics.

96. See Iglesias & Valdes, *LatCrit at V*, *supra* note 5, at 1314-15 and 1324-27 on diversity and transnationality, respectively, in LatCrit analysis and praxis.

97. See generally *supra* note 4 and sources cited therein on colonialism and its legacies.

98. Coalitional discourse and praxis is central to LatCritical analysis. See, e.g., Iglesias & Valdes, *Coalitional Theory*, *supra* note 3, at 562-57 (discussing theory and solidarity in both intra- and intergroup contexts); see also Kevin R. Johnson, *Some Thoughts on the Future of Latina/o Legal Scholarship*, 2 HARV. LATINO L. REV. 101 (1997) (discussing the challenges facing LatCrit theory); George A. Martinez, *African-Americans, Latinos and the Construction of Race: Toward an Epistemic Coalition*, 19 CHICANO-LATINO L. REV. 213 (1998) (urging Latinas/os, Blacks, and other groups of color to coalesce around “race” and our collective, cumulative knowledge of white supremacy); Ediberto Roman, *Common Ground: Perspectives on Latina-Latino Diversities*, 2 HARV. LATINO L. REV. 483, 483-84 (1997) (urging Latinas/os to focus on our similarities rather than our differences as a way of promoting intragroup justice and solidarity); Eric K. Yamamoto, *Conflict and Complicity: Justice Among Communities of Color*, 2 HARV. LATINO L. REV. 495 (1997) (analyzing intergroup grievances and relations among groups of color).

By “critical coalitions” I mean alliances based on a thoughtful and reciprocal interest in the goal(s) or purpose(s) of the coalition. A “critical” coalition—unlike strategic forms collaboration—is the sort of collaborative project that results from a careful and caring commitment to the substantive reason(s) for it, and that produces on all sides a reformatory agenda and cooperative dynamic that reflects this mutual commitment. See Francisco Valdes, *Outsider Scholars, Legal Theory and OutCrit Perspective: Postsubordination Vision as Jurisprudential Method*, 49 DEPAUL L. REV. 831, 835-38 (2000) (elaborating critical coalitions). For further discussion of this concept, see Julie A. Su & Eric K. Yamamoto, *Critical Coalitions: Theory and Praxis*, in CROSSROADS, DIRECTIONS AND A NEW CRITICAL RACE THEORY 379 (Francisco Valdes, Jerome McCristal Culp & Angela P. Harris eds., 2002).

curricular praxis requires LatCrit theorists to apply and “perform” the theory in formal curricular contexts.⁹⁹

To be most effective, this LatCritical praxis must be cognizant of, and engage, the various categories of curricular coverage documented by this project: first, the “primary” courses and, second, the several types of “related” courses.¹⁰⁰ In each of these course categories, a foundational task is helping to ensure the ongoing incorporation of the burgeoning legal literature on Latinas/os and on race/ethnicity into formal course materials.¹⁰¹ Within this effort, however, LatCritical praxis must pay particular attention to the expansion of course materials specifically for “primary” courses. This question arises from the observation that, to date, no standard text is readily available for courses that might be described as focused on “Latinas/os and the Law.”

At the moment, the three most likely sources of standardized text materials in either the “primary” or the “related” race courses, as indicated by the Syllabi Bank created as part of this project, are: *Race and Races* (Juan Perea, Richard Delgado, Angela Harris, and Stephanie Wildman eds., 2000); *A Reader on Race, Civil Rights and American Law* (Timothy Davis, Kevin Johnson, and George Martinez eds. 2001); and *The Latino/a Condition* (Richard Delgado and Jean Stefancic eds. 1998). Each of these books is excellent; as illustrated by the Syllabi Bank, these new or recent sources of course materials are being put to good use.¹⁰² Each of these books in its own way is responsive to pressing curricular needs noted and documented in this study.

Sometimes, as the Syllabi Bank illustrates, faculty elect to use them (and other sources) in synergistic combinations. And because the editors of these books consciously elected to collect social and historical materials, these books do more than teach students about “law” in traditional, case-bound studies; they help faculty teach these courses in innovative ways. The books (and similar materials) have helped to facilitate the cross-disciplinary, trans-doctrinal nature of today’s primary courses, as well as many of the related courses on critical race theory or on race, racism and race relations.

Conversely, none of these fine books is particularly focused on “Latinas/os” and “law” as a unit of formal legal study in the United States.¹⁰³ This observation is

99. And as with the theory and other forms of praxis based on the theory, LatCritical pedagogy is best aimed at combating interlocking forms of subordination, including those that are embraced in “Latina/o” cultures or contexts. One anecdotal account describes the experience with gender and sexuality/sexual orientation in a Latinas/os and the Law course that met twice per week, in which 12 of 14 students were Latinas/os and 5 were men:

I spent one week on gender/sexuality . . . The gender discussion on day one was terrific—the students were engaged and talkative and drawing both on the texts and their own experiences [but] the day on sexual orientation . . . was disappointing—only one man showed up and the students were not really able to engage the question of homophobia in the Latino community, which [the faculty member] had attempted to center.

LatCrit Curriculum Project Files (copy on file with author).

100. For further description of these course categories, see *supra* note 7.

101. This task includes, in part, keeping abreast of the LatCrit symposia. See generally *supra* note 3 and sources cited therein.

102. As explained earlier, the Syllabi Bank consists of hard copies of syllabi submitted by individual faculty as part of this project. The Syllabi Bank therefore is available only in hard copy, and may be obtained by contacting the author at Miami.

103. The first book, for example, provides a comprehensive and richly detailed history of racial construction in inter-group settings using inter-disciplinary materials, including court opinions, but is not focused on Latina/o communities or issues. The second is a reader of secondary texts on the topics

not in the nature of a critique, for each fulfills a particular kind of important need; the trio of books introduced over the past several years, and presently being used in many of the reported courses, clearly have gone a long way toward alleviating the sore lack of standardized materials that previously existed. Their collective creativity has enabled innovative, cross-disciplinary pedagogy, but it also has raised a key question: whether a casebook focused on “Latinas/os and the Law” is a needed resource to build on their strengths while enlarging the universe of options and approaches available to teachers and students.¹⁰⁴

Of course, LatCritical discussion of this question must include some consideration of the current state of Latina/o legal studies—both the relative scarcity of courses focused on “Latinas/os and the Law” as well as the limited coverage of Latinas/os reported in the various categories of “related” courses. From a substantive LatCritical perspective, additional materials that focus on Latinas/os and law obviously would be a welcome addition to the available tools in contemporary legal education. The mixed findings reported here, though, also can be interpreted to raise “doubts” over the existence of a “market” for additional materials, especially materials “narrowly” focused on Latinas/os and law. These mixed findings therefore might impose external “market” limitations on reformatory possibilities that we might pursue and implement. Thus, collective and deliberate discussion about both substance and strategy is a necessary next step—a step toward considering whether the development of additional materials is not only substantively warranted but also practicable, and if so, how. Without question, the three most-frequently used books, as a set, provide the best available materials today. Nonetheless, our collective challenge is to consider whether we now need to—and can—fuse their strengths into a casebook tailored to law school courses focused on Latinas/os *qua* Latinas/os.

In this and other ways, this project underscores the need for increased opportunities to exchange ideas and suggestions between faculty already teaching in this area as well as others who may be interested in doing so. To begin with, LatCritical praxis must attend promptly to potential programmatic efforts that enable interested parties to discuss questions such as the one posed above about the need for a casebook—and that spotlight the need for curricular reforms toward the greater inclusion of Latinas/os in formal legal education. Whether in LatCrit conferences or other outsider venues—or whether in more “mainstream” venues—LatCrit theorists must spearhead the effort to form panel discussions, roundtable presentations, and similar events that enable current teachers to develop their thoughts and practices, and that also help raise the level of scholarly and institutional awareness on this issue and its importance in light of recent and ongoing demographic trends.¹⁰⁵

One model to consider as we contemplate LatCritical discussion of reformatory possibilities is the “Critical Race Studies Concentration” (“CRSC”)

of race, civil rights and law covering, again, multiple racialized/ethnicized groups, but does not include court opinions. The third is focused specifically on Latinas/os and includes many selections that speak to legal issues, but also does not include court opinions.

104. As a practical matter, one place to begin is with the texts of the twelve LatCrit symposia that LatCrit theorists have produced during the past seven years, since the emergence of LatCrit theory in 1995. See *supra* note 3 and LatCrit symposia cited therein. These texts provide the basis of a reader focused specifically on the intersection of “Latinas/os and the law”—a reader that would need to be supplemented with key or relevant court opinions, and with those discussed in the readings.

105. With this kind of follow-up action in mind, the organizing committee for the next annual LatCrit conference—LatCrit VIII at Cleveland-Marshall School of Law—already has begun to plan for a program event to carry forward the possibilities of LatCritical curricular reforms. For more information on the LatCrit VIII program, please visit the LatCrit website at www.latcrit.org.

developed in recent years at the UCLA School of Law by faculty of color interested in expanding curricular opportunities to their students relating to race and the law. This model—to date unique in legal education—combines both “primary” courses and a variety of “related” courses, including “mainstream” courses, to organize a broad yet focused study of race, racism and race relations in the United States. This unique curricular innovation should serve as a key point of reference—or even may serve as a concrete point of departure—for a LatCritical conversation on curricular reform.

The CRSC covers five broad areas of study—history, theory, comparative subordination, doctrine, and practice—and was put together by seven tenured law faculty at UCLA who already were engaged in areas of “teaching and writing [that] probe the links between racial inequality, racial classification, and the American legal system.”¹⁰⁶ They devised this curriculum because the “deep interconnection between race and law, and particularly the ways in which race and law are mutually constitutive, is an extraordinary intellectual challenge with substantial practical implications . . . [i]n an increasingly racially diverse nation.”¹⁰⁷ This program now is available to second- and-third year UCLA law students, and is especially aimed toward students “who seek advanced study and/or practice in race and the law, critical race theory, civil rights, public policy and other legal practice areas that are likely to involve working with racial minority clients and communities or working to combat racial inequality.”¹⁰⁸ The CRSC is designed to “offer an advanced curriculum that will foster students’ systematic and more rigorous study in this area of growing interest to scholars, lawyers, and the general public.”¹⁰⁹

The CRSC curriculum is organized in four parts: two “core” courses, two “comparative subordination” courses, two “applied” courses, and a “substantial” writing requirement. Students first must complete two core requirements: the law school’s courses on Civil Rights and Critical Race Theory. Next, students must take two elective courses in comparative subordination, selecting at least one course from the following list: Asian American Jurisprudence, Federal Indian Law, Latinos/as and the Law, or Comparative Racialization & the American Legal System. The second of the courses necessary to satisfy the “comparative subordination” component of the CRSC may be selected from another list, which includes: Women & the Law, Disability Law, Sexual Orientation & the Law, American Legal History, and Law & Terrorism. CRSC students next must take two “Applied Courses”—one each from two different lists of elective courses corresponding to “doctrine”¹¹⁰ and to “practice.”¹¹¹ Finally, students must complete a “substantial writing” requirement, either working independently with a CRSC faculty member or through an approved

106. These faculty members are: Devon Carbado, the CRSC director, Kimberle Crenshaw, Carole Goldberg, Laura E. Gomez, Cheryl I. Harris, Jerry Kang, and Khaled Abou El Fadl. Brochure, UCLA School of Law, Critical Race Studies Concentration (copy on file with author).

107. *Id.*

108. *Id.*

109. *Id.*

110. The “doctrine” courses from which CRSC students must select one are: Federal Courts, Employment Discrimination, Race-conscious Remedies, Immigration Law, Urban Housing, Criminal Procedure, Education Law, or Election Law. *Id.*

111. The “practice” courses from which CRSC students must select one are: Community Law Practice, Public Policy Advocacy, Street Law, Law & Social Change, Law & the Poor, Quantitative Methods in the Law, or Civil Rights: Public Interests Litigation. *Id.*

seminar.¹¹² In addition to this program of formal study, students are invited to attend or help to organize extra-curricular activities related to race and the law, including on-campus events and editorial work on UCLA law journals devoted to race or ethnicity and the law.

The specific courses offered as part of the CRSC curriculum necessarily vary from year to year, along with faculty schedules and other institutional considerations. However, the substantive core and specific focus of the CRSC, as well as its basic curricular purpose and schema, are clear: students are offered the formal opportunity to study race *and* law in a focused, structured curriculum that is integrated into the three-year cycles of legal education. And successful completion of the CRSC is similarly recognized in, and integrated into, the formalities of graduation: upon completion of these four requirements with a B- grade average or better, graduating students will receive a special notation on their UCLA law school diplomas.¹¹³

The impetus for the CRSC reflects the kinds of student concerns about “traditional” curricular gaps that prompted this very study: an opportunity for formal legal study of long-neglected areas that is “systematic and more rigorous” than the idiosyncratic efforts of individual faculty, which is the most that students across the country can expect from their institutions today. Moreover, the CRSC’s curricular design reflects this study’s basic findings: the CRSC curriculum blends courses that, in the parlance of this study, would be designated “primary” courses together with all three kinds of “related” courses on (1) “critical race theory” and (2) “race, racism and race relations” and (3) mainstream doctrinal courses on civil rights, immigration, and the like. In so doing, the CRSC underscores a crucial lesson for similar reformatory efforts: curricular reform must address and engage both “mainstream” as well as “boutique” courses. While the former, with their broad parameters of study, are insufficiently focused to provide in-depth education, they are necessary to establishing a substantive understanding of doctrinal links and policy frameworks that affect race and ethnicity as legal or social concepts. At the same time, the latter—precisely because they are tightly focused on the subject—provide the otherwise missing opportunity for deep study and focused reflection that complements the doctrinal and other elements of a formal legal education in the United States today. As the CRSC illustrates, the two types of courses are necessary as mutually complementary, and mutually reinforcing, aspects of a formal legal education devoted to race and ethnicity.

The CRSC curriculum begins with two “core” requirements. The first of these is a broad (but apparently not necessarily critical) introduction to “civil rights” law, while the second core requirement is completion of a focused (and apparently necessarily critical) introduction to “critical race theory.” Afterward, the CRSC curricular structure directs students toward comparative studies in subordination, and the range of courses available to satisfy this two-course requirement makes it clear that students are expected to study “race” (or “ethnicity”) in relationship to other identity markers, and in the context of cross-group formation and inter-group relations.¹¹⁴ Next, CRSC students are directed to enroll in two “applied” courses that

112. Seminars include: Race & Gender, Race & Criminal Law, Legal Philosophy—Feminist Contributions, Selected Topics on the U.S. Civil Rights Commission, Tribal Law, and Islamic Law & Human Rights. *Id.*

113. *Id.*

114. See *supra* notes 109-112 and accompanying text on the “comparative subordination” courses.

are designed as opportunities to “practice” the knowledge earned through the core and comparative courses, thus providing a praxis-oriented component to the CRSC curriculum. Finally, the writing requirement ensures that students will help to produce knowledge that may be disseminated to others in the form of written work products. In these interrelated ways, students learn not only to reject essentialized notions of race (or other axes of identity) but also to study race (and other axes of identity) in comparative, cross-group frameworks designed to counter subordination in, among, or between “different” categories of social or legal identity.¹¹⁵ In these ways, the CRSC is completely congruent with LatCrit theory and its longstanding commitments to antiessentialism, multidimensionality, and antisubordination in and through legal education, discourse, and praxis.

The origins and operations of the UCLA CRSC also illustrate another point reflected in this study’s findings: curricular reform oftentimes depends on the proactive interventions of interested faculty (and students). As is the case with so many of the courses at other law schools reported in the five tables of the Appendix to this article, the CRSC curriculum at UCLA springs from the efforts of individual faculty members who, in this instance, also were able to act collectively to secure formal institutional reform of the curriculum. Indeed, the program literature makes plain that the CRSC “builds” on the pre-existing resources represented by the group of individual faculty members who make the CRSC possible.¹¹⁶ Thus, the CRSC underscores the importance not only of faculty (and student) diversity in legal education, but also of creating a “critical mass” of interested faculty so that similar “programs” of formal study may become institutionally viable.

Finally, the CRSC curriculum touches on, but leaves open, a substantive issue over stance and method that runs through the findings of this project as well: whether the study of race and ethnicity is necessarily a “critical” enterprise given the histories and legacies that are the subject of such studies. In theory, of course, the answer would appear to be “no” but in practice, the question that arises is: how does one design a serious program to study race, ethnicity, and the law in the United States today without effectively adopting a “critical” perspective toward the histories and legacies that constitute the object of such study? Neither the CRSC curriculum nor the findings of this study provide an answer, but both certainly point to this question as an important part of future conversations.¹¹⁷ The table immediately following shows the organization of this innovative curricular program.

115. One pending apparent question about congruence is the CRSC’s substantive purview, which appears to be chiefly “domestic” (rather than transnational) in nature. LatCrit theorists long have embraced the notion that legal studies of race, ethnicity, and similar constructs cannot be guided by the prevailing domestic/foreign dichotomy and must, instead, be designed to dismantle such false dichotomies. See, e.g., Colloquium, *International Law, Human Rights, and LatCrit Theory*, 28 U. MIAMI INTER-AM. L. REV. 177 (1997). For an excellent example of ongoing efforts in this area, see Tanya Kateri Hernandez, *Multiracial Matrix: The Role of Race Ideology in the Enforcement of Antidiscrimination Laws, A United States-Latin American Comparison*, 87 CORNELL L. REV. 1093 (2002). One obvious idea is that the CRSC curriculum could add “comparative” courses that are transnational in scope to the established program of study.

116. See Brochure, UCLA School of Law, Critical Race Studies Concentration (copy on file with author).

117. The question is raised both in this study and in the CRSC curriculum by the co-existence of “critical” and non-critical courses, a status quo that beckons queries over pedagogy, stance, and the like.

UCLA "CRITICAL RACE STUDIES CONCENTRATION" COURSES—2001

Title of Course	Credits Granted	Scheduling Cycle	Enrollment [Most Recent Offering]	Faculty Name and Status [Full-Time or Non-Full Time]
Critical Race Theory	3-4	Every Year	25-35	Devon Carbado (FT) carbado@mail.law.ucla.edu and Kimberle Crenshaw (FT) crenshaw@law.ucla.edu and Cheryl Harris (FT) harris@law.ucla.edu
Constitutional Procedure	4	Every Semester	90	Devon Carbado (FT) carbado@mail.law.ucla.edu
Civil Rights	4	Every Year	55	Kimberle Crenshaw (FT) crenshaw@law.ucla.edu and Cheryl Harris (FT) harris@law.ucla.edu
Race & Gender	3	Every Year	30-40	Kimberle Crenshaw (FT) crenshaw@law.ucla.edu
Race, Law and Representation	3	"New course"	15	Kimberle Crenshaw (FT) crenshaw@law.ucla.edu
Employment Discrimination	4	Every Year	30-40	Cheryl Harris (FT) harris@law.ucla.edu
Federal Indian Law	4	Every Other Year	9	Carole Goldberg (FT) goldberg@law.ucla.edu
Tribal Law	3	Every Other Year	8	Carole Goldberg (FT) goldberg@law.ucla.edu
Latinas/os and the Law	3	Every Other Year (New 2000)	15-20	Laura Gomez (FT) gomez@law.ucla.edu
Comparative Racialization and the Legal System	3	Every Other Year	15-20	Laura Gomez (FT) gomez@law.ucla.edu
Asian American Jurisprudence	3	Every Other Year	20-30	Jerry Kang (FT) kang@law.ucla.edu
Law and Terrorism	3	Every Other Year	46	Khaled Abou El Fadl (FT) abouelfa@law.ucla.edu
Immigration Law	3	Every Other Year	30-40	Khaled Abou El Fadl (FT) abouelfa@law.ucla.edu

As the CRSC makes plain, curricular reform is possible. Moreover, curricular reforms can emanate from faculty directly—though they must work collectively to secure institutional acceptance. But curricular reform in turn depends on the pre-existence of faculty and students interested in such reforms—and able to craft and sustain them personally. As with the project's other findings, the CRSC confirms the substantive potential and impact of diversification in legal education. Perhaps most importantly, however, the CRSC teaches that formal curricular reforms indeed can be designed to be congruent with LatCrit insistence on antiessentialism, multidimensionality, and antisubordination in scholarship and praxis.¹¹⁸

The CRSC thus helps to set the stage for collective consideration of the findings reported here, and the questions they raise. These findings and questions, of

118. See *supra* note 9 and accompanying text.

course, additionally should take into account the information reported by faculty at other schools, who as individuals are helping to provide curricular opportunities relating to race and ethnicity in legal education to students who otherwise would have less or none. The information provided by individual faculty members around the country both confirms and amplifies the observations drawn from the CRSC, and vice versa. These faculty members, and in particular those who submitted anecdotal information or course syllabi, represent a source of experience and perspective that, like the CRSC, should inform LatCritical discussion of curricular reforms.

To help contextualize this discussion, the Syllabi Tables presented immediately below list the various faculty members teaching in relevant areas who submitted their course syllabi for inclusion in the Syllabi Bank as a means of encouraging interested faculty to share information and ideas on course development and pedagogy. As with the tables of the Appendix that follows this article, these Syllabi Tables break down the various courses according to their categories: first the “primary” courses and then the three types of “related” courses—critical race theory courses, race/racism and race relations courses, and mainstream courses. While it is impracticable to reproduce here the hard-copy syllabi collected via this project for the creation of a Syllabi Bank, these Syllabi Tables enable faculty to contact each other directly to discuss areas of mutual interest based on the courses they teach or are considering teaching.¹¹⁹

SYLLABI TABLE: “PRIMARY” COURSES—2000 AND 2001

Esquirol, Jorge	Latin American Law and Politics (3 credits, every year) [Enrollment: 14]	Northeastern University School of Law 400 Huntington Avenue Boston MA 02115 (617) 373-3307 j.esquirol@nunct.ncu.edu
Johnson, Kevin	Latinos and Latinas and the Law (2 credits, new course for 2001) [Enrollment: 26]	University of California at Davis School of Law 400 MRAK Hall Drive Davis, California 95616-5201 (530) 752-0243 krjohnson@ucdavis.edu
Luna, Guadalupe T.	Native Americans, Chicanos and the Jurisprudence of LATCRIT Theory (3 credits, every other year) [Enrollment: 12]	Northern Illinois University College of Law 270 SW in Parson Hall Normal Road DeKalb, IL 60115 (815) 753-1067 ext. (7240) gluna@niu.edu
Maldonado, Solangel	LatCrit: Beyond the Black/White Paradigm (3 credits, every year) [Enrollment: 20-40]	Seton Hall University School of Law One Newark Center Newark, NJ 07102 (973) 642-8830 maldonso@shu.edu

119. As explained earlier, the hard copy Syllabi Bank may be obtained as a set upon request from the author.

Roithmayr, Daria	Latinas/os and the Law (3 credits, every year) [Enrollment: 14]	University of Illinois College of Law 225 Cedar Street San Diego CA 92101-3090 (619)239-0391 ext. (9857) droithma@law.uiuc.edu
Trujillo, Bernard	Immigration Law: Mexican Migration to the U.S. (2-3 credits, every other year) [Enrollment: ?]*	University of Wisconsin Law School 975 Bascom Mall Madison Wisconsin 53076 (608) 262-2240 ext. (2656267) brtrujil@facstaff.wisc.edu

SYLLABI TABLE: "CRITICAL RACE THEORY" COURSES—2000 AND 2001

Landsberg, Brian K.	Critical Race Theory (2 credits, every year) [Enrollment: 15]	University of the Pacific McGeorge School of Law 3200 Fifth Avenue Sacramento, CA 95817 (916) 739-7169 blandsberg@uop.edu
Haney-Lopez, Ian and/or Harris, Angela	Critical Race Theory (2 credits, every year) [Enrollment: 15]	University of California at Berkeley Boalt Hall Berkeley, CA 94720-7200 (510) 642-1741 ext. 643-6354 aharris@law.berkeley.edu ian.haneylopez@law.berkeley.edu
Mutua, Athena D. and Phillips, Stephanie	Critical Race Theory (3 credits, every other year) [Enrollment: 20-40]	SUNY at Buffalo Jon Lord O'Brien Hall Buffalo, NY 14260 (716) 645-2052 admutua@buffalo.edu
Westley, Robert	Critical Race Theory (3 credits, varies per year) [Enrollment: 20]	Tulane University School of Law John Giffen Weinmann Hall 6329 Freiet Street New Orleans, LA 70118-5670 (504) 865-5939 ext. (5938) rwestley@law.tulane.edu
Wing, Adrien K.	Critical Race Theory: Critical Race Feminism (3 credits, every year) [Enrollment: 30-40]	University of Iowa College of Law Iowa City, Iowa 52242 (319) 335-9088 adrien-wing@uiowa.edu
Wingate, C. Keith	Critical Race Theory Seminar (2 credits, every year) [Enrollment: 12-20]	University of California Hastings College of Law 200 McAllister Street San Francisco, CA 94102 (415) 565-4630 wingatek@uchastings.edu

* Information not reported or provided.

SYLLABI TABLE: "CRITICAL RACE THEORY" COURSES—2000 AND 2001

Amaya, Joaquin	Race and Racism in American Law (3 credits, every year) [Enrollment: 60+]	St. Mary's University of San Antonio School of Law Camino Santa Maria San Antonio TX 78228 (210) 436-3308 ext. 431-2297 amaya@law.stmarytx.edu
Belton, Robert	Race and the Law (3 credits, every year) [Enrollment: 40-80]	Vanderbilt University Law School 131 21 st Avenue South Nashville, TN 37203 (615) 322-2615 robert.belton@law.vanderbilt.edu
Chon, Margaret	Race and Law (2-3 credits, every year) [Enrollment: 20-40]	Seattle University School of Law 900 Broadway Seattle, WA 98122 (206) 398-4078 mchon@seattleu.edu
Diamond, Ray	Race Relations, Legal History and the Constitution (3 credits, every other year) [Enrollment: 20]	Tulane University School of Law John Giffen Weinmann Hall 6329 Freilet Street New Orleans, LA 70118-5670 (504) 865-5939 ext. (5938) rdiamond@law.tulane.edu
Fuentes-Rohwer, Luis	Race and the Law Seminar (2 credits, every year) [Enrollment: 18]	Chicago-Kent College of Law Illinois Institute of Technology 565 West Adams Street Chicago, IL 60661 (312) 906-5181 lfuentes@kentlaw.edu
Harris, Angela and/or Haney-Lopez, Ian	Race and American Law (3 credits, every year) [Enrollment: 50]	University of California at Berkeley Boalt Hall Berkeley, CA 94720-7200 (510) 642-1741 ext. 643-6354 aharris@law.berkeley.edu ian.haneylopez@law.berkeley.edu
Hatcher, Richard G.	Race Relations and the Constitution (2 credits, every year) [Enrollment: 17]	Valparaiso University School of Law Wesemann Hall Valparaiso, IN 46383 (219) 465-7825 richard.hatcher@valpo.edu
Lyons, David	Race, Nation and the Development of American Law (4 credits, every year) [Enrollment: 27]	Boston University School of Law 765 Commonwealth Avenue Boston, MA 02215 (617) 353-3148 dbl@bu.edu
Nelson, Adrienne	Racism and the Law (2 credits, every other year) [Enrollment: 20]	Lewis and Clark College Northwestern School of Law 10015 S.W. Terwilliger Blvd. Portland, OR 97219 (503) 768-6600 nelsona@bennethartman.com

Pratt, Carla and/or Romero, Victor	Race, Racism and American Law (2 credits, every year) [Enrollment: 15-20]	Pennsylvania State University The Dickinson School of Law 150 South College Street Carlisle, PA 17013 (717) 240-5295 cdp10@psu.edu vcr1@psu.edu
Scott, Sean	Race, Gender American Law (2 credits, every year) [Enrollment: 10-35]	Loyola Law School 919 South Avenue Street Los Angeles CA 90015-3903 (213) 736-1000 sean.scott@lls.edu
Taifa, Nkechi	Racial Disparity in the Criminal Justice System (3 credits, every year) [Enrollment: 20]	Howard University School of Law 2900 Ness Street NW Washington, D.C. 20008 (202) 806-8082 ntaifa@law.howard.edu
Valdes, Frank	Races, Ethnicities and the Law Seminar (2 credits, every year) [Enrollment: 15]	University of Miami School of Law 1311 Miller Drive Coral Gables, FL 33143 (305) 284-5432 fvaldes@law.miami.edu
Wiecek, Wiliam M.	Race and Law (3 credits, every other year) [Enrollment: 20]	Syracuse University College of Law Syracuse, NY 13244 (315) 443-4108 wmwiecek@law.syr.edu

SYLLABI TABLE: OTHER/MAINSTREAM "RELATED" COURSES—2000 AND 2001

Akram, Susan M.	Comparative Refugee and Asylum Law Seminar (3 credits, every year) [Enrollment: 18]	Boston University School of Law 765 Commonwealth Avenue Boston, MA 02215 (617) 353-3148 sakram@bu.edu
Ansley, Fran	Community Development (3 credits, every year) [Enrollment: 12] Community Legal Education (3 credits, every year) [Enrollment: ?] [*] Community Development - The New Immigration in Tennessee (3 credits, every year) [Enrollment: ?]	University of Tennessee College of Law 1505 West Cumberland Avenue Knoxville, TN 37996 (865) 974-6814 ansley@utk.edu
Book, Leslie	Federal Tax Clinic (4 credits, every semester) [Enrollment: 10]	Villanova University School of Law 299 North Spring Mill Road Villanova, PA 19085 (610) 519-6417 book@law.villanova.edu

* Information not reported or provided.

cunningham, e. christi	<p>Equal Employment Opportunity Law (3 credits, every year) [Enrollment: 15]</p> <p>Comparative Human Rights (3 credits, every year) [Enrollment: ?]</p>	<p>Howard University School of Law 2900 Van Ness Street, N.W. Washington, D.C. 20008 (202) 806-8034 ccunningham@law.howard.edu</p>
Foster, Sheila	<p>Anti-discrimination Law (3 credits, every year) [Enrollment: 60]</p>	<p>Rutgers, The State University of New Jersey School of Law 217 N. 5th Street Camden, NJ 08102 (856) 225-6549 srfoster@crab.rutgers.edu</p>
Lyon, Beth	<p>Farmworker Legal Aid Clinic (6 credits, every semester) [Enrollment: 8-12]</p>	<p>Villanova University School of Law 299 North Spring Mill Road Villanova, PA 19085 (610) 519-6417 lyon@law.villanova.edu</p>
Pistone, Michele	<p>Clinic for Asylum, Refugee and Emigrant Services (8 credits, every semester) [Enrollment: 8]</p>	<p>Villanova University School of Law 299 North Spring Mill Road Villanova, PA 19085 (610) 519-6417 pistone@law.villanova.edu</p>
Post, Deborah W.	<p>Contracts (6 credits, every year) [Enrollment: 60-75]</p>	<p>Touro College Jacob D. Fuchsberg School of Law 300 Nassau Rd. Huntington, NY 11743 (631) 421-2244 deborahp@tourolaw.edu</p>
Rodriguez-Pinzon, Diego	<p>International Protection of Human Rights (2 credits, every year) [Enrollment: 12-15]</p> <p>Inter-American Human Rights Law (2 credits, every year) [Enrollment: 10-15]</p> <p>Human Rights (3 credits, every year) [Enrollment: 25]</p> <p>Temas Especiales en Derecho Internacional (3 credits, every year) [Enrollment 8-10]</p>	<p>American University Washington College of Law 4801 Massachusetts Avenue, NW Washington, D.C. 20016 (202) 274-4285 drodrig@wcl.american.edu</p>
Romero, Victor	<p>Immigration Law (3 credits, every year) [Enrollment: ?]*</p>	<p>Pennsylvania State University The Dickinson School of Law 150 South College Street Carlisle, PA 17013 (717) 240-5295 vcr1@psu.edu</p>

* Information not reported or provided.

Segal, Dveera	Civil Justice Clinic (6 credits, every semester) [Enrollment: 8-10]	Villanova University School of Law 299 North Spring Mill Road Villanova, PA 19085 (610) 519-6417 segal@law.villanova.edu
Trujillo, Bernard	Immigration Law (3 credits, every year) [Enrollment: 8-25]	University of Wisconsin Law School 975 Bascom Mall Madison Wisconsin 53076 (608) 262-2240 brtrujil@facstaff.wisc.edu
Volpp, Leti	Immigration and Naturalization Law (3 credits, every year) [Enrollment: 60-90]	American University Washington College of Law 4801 Massachusetts Avenue, NW Washington, D.C. 20016 (202) 274-4285 lvolpp@wcl.american.edu
Weissman, Deborah	Domestic Violence Law and Theory (2 credits, every year) [Enrollment: 14]	University of North Carolina CB#3380 Van Hecke-Werrach Hall Chapel Hill, NC 27599 (919) 962-4107 weissman@umail.unc.edu

CONCLUSION

This project shows that the stirrings that produced LatCrit theory seven years ago have only recently begun to penetrate the formal curriculum. The coming years will determine whether this stirring is only a beginning—or already a plateau created by the sociolegal backlash spurred by cultural warfare. For better or worse, the coming years will see either the development and maturation, or the retrenchment and stagnation, of a discipline now in apparent infancy. Therefore, LatCrits and others interested in ensuring the former and foreclosing the latter should embark on conscious collaborations toward the ongoing development of our materials and methods relating to courses on these topics.

Fortunately, the LatCrit community—and the works we collectively have produced since 1995—already have put into place some of the necessary conditions and networks for programmatic discussion of curricular issues and reformatory initiatives. During the past seven years, LatCrit scholars have formed collaborative projects that position us to intervene collectively as well as individually to improve the state of legal education on Latinas/os, race, and ethnicity. Furthermore, during these past seven years we collectively have also produced a body of work that can help to inform the substance of such interventions. During the past seven years, we have traveled the path that brings us to today—and positions us for tomorrow.

However, to embark on a LatCritical praxis devoted to curricular reform, we must work collaboratively over a multi-year timeframe: to make a difference on this front of our social justice struggles, LatCrit theorists and activists must marshal our resources and focus our attention for the long haul. Yet, with LatCrit networks of knowledge and discourse growing, interested teachers, students, and administrators increasingly have opportunities to invigorate each other's imaginations and, over time, mutually enhance our collective success toward the meaningful inclusion of education on Latinas/os into the law school experience of more North American students.

In sum, the “snapshot” of legal education on “Latinas/os” specifically and on “race” or “ethnicity” generally that is presented in this project ideally will help raise awareness of the gaps and needs in these areas of the contemporary law school curriculum. Hopefully, this snapshot will help to motivate and orient follow-up projects and interventions to help address and remedy the curricular shortcomings documented here. Without question, the LatCrit community should help to spearhead the discussion and implementation of the curricular reforms that we collectively conclude might be warranted by the findings discussed above, and presented in full detail below in the five tables of the Appendix to this article. The invisibility of Latinas/os in the law school curriculum has persisted for far too long and the LatCrit community must ensure that Latinas/os’ growing place in society is reflected with an increased visibility in legal education.

Appendix

TABLE 1: "PRIMARY COURSES" RESULTS — 2000 AND 2001

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NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT? ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
The University of Alabama School of Law Tuscaloosa, AL	Comparative Law: Latin America in the US (P)	3	"Randomly"	10-20	Martha Morgan (FT); mmorgan@law.ua.edu

1. The designation of a course as "Primary" (or "p") means that the course is principally or primarily focused on "Latinas/os and the Law" whereas the designation of a course as "Related" (or "R") means that the course is of a more general nature -- such as courses on race or on immigration -- but that it indirectly or partially provides some coverage of issues deemed socially germane to Latinas/os communities qua Latina/o communities.

2. This enrollment figure represents the number of students in the course during the last time it was offered -- regardless of whether the last course offering was several years ago or a more recent time.

3. The description of "status" refers to whether or not the teacher of the course is a full-time, regular (tenured or tenure track) member of the law faculty (or "FT") -- a detail that can correlate to the longer-term sustainability and availability of these kinds of courses as part of the formal law school curriculum.

4. "n" = information not provided.

5. Information in Courier New type indicates results from a survey conducted in the year 2000; the other information derives from the 2001 Survey.

6. Information in **Arial Rounded** indicates that the data was retrieved via other sources and not from the response provided by the university, as they either declined participation or neglected to respond to either of these project's questionnaires, or to the follow up queries via telephone and fax.

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)]	CREDITS GRANTED	SCHEDULING CYCLE	ENROLL- MENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL- TIME] ³
American University Washington College of Law Washington, DC	Temas Especiales en Derecho Internacional (P) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	8-10	Diego Rodriguez-Pinzon (NFT); d.rodri@wcl. american.edu
	Inter-American Human Rights Law (P) [100% of course devoted to issues of Latinas/os and the law]	2	Every year	10-15	Diego Rodriguez-Pinzon (NFT); d.rodri@wcl. american.edu
University of California- Davis School of Law Davis, CA	Latinas/os and the Law (P)	2	New Course (2001)	26	Kevin Johnson (FT): krjohnson@ucdavis.edu
University of California- Los Angeles School of Law Los Angeles, CA	Latinas/os and the Law (P)	3	Every other year (New Course 2000)	15-20	Laura Gomez (FT): gomez@law.ucla.edu
California Western School of Law San Diego, CA	Latinas/os and the Law (P)	2	Every other year (New Course)	7	Gloria Sandrino (FT): gsandrino@cwsl.edu
University of Connecticut School of Law Hartford, CT	Comparative Law: Latin American Law (P)	3	Every other year	12	Angel Oquendo (FT): aoquendo@law.uconn.edu
Florida State University College of Law Tallahassee, FL	Legal Spanish (P)	1-2	Every year	7-14	Jessica Enciso Varn (?): jvarn@law.fsu.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLL- MENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
University of Illinois College of Law Champaign, IL	Latinas/os and the Law (P)	3	Every year	14	Daria Roithmayr (FT): droithma@law.uiuc.edu
Loyola Law School Los Angeles, CA	Latinas, Latinos and the Law (P)	2	Every year	12-20	Robert Chang (FT): robert.chang@lls.edu
University of North Carolina School of Law Chapel Hill, NC	Spanish for American Lawyers (P)	3	Every other year	7	Marife Vallecillo (NFT): ?
Northeastern University School of Law Boston, MA	Law and Politics in Latin America (P)	3	Every year	14	Jorge Esquirol (FT): j.esquirol@nunet.neu.edu
Northern Illinois University College of Law DeKalb, IL	Native Americans, Chicanos and the Jurisprudence of: LatCrit Theory (P)	3	Every other year	12	Guadalupe T. Luna (FT): gluna@niu.edu
University of Puerto Rico School of Law Rio Piedras, PR	Seminar on Constitutional Relations between the U.S. and Puerto Rico (P)	2	Every semester	15	Ruben Berrios (FT): r_berrios@rrrrpadm.rpr.upr.edu
University of Richmond School of Law Richmond, VA	Latin American Legal Developments (P)	2	New Course (2001)	?	Carlos Rosencratz (Visiting): ?
Seton Hall University School of Law Newark, NJ	LatCrit: Beyond the Black/White Paradigm (P) <i>[90% of course devoted to issues on Latinas/os and the law]</i>	3	Every other year (New Course 2002)	16	Solangel Maldonado (FT): maldonso@shu.edu
Southwestern University School of Law Los Angeles, CA	Latin American Laws and Institutions (P)	2	Every other year	10	Jonathan Miller (FT): jnmiller@swlaw.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLL- MENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
Stetson University School of Law St. Petersburg, FL	Latin American Business Law (P)	?	?	?	?
Villanova University School of Law Villanova, PA	Farmworker Legal Aid Clinic (P) [100% of course devoted to issues on <i>Latinas/os</i> and the law]	6	Every year	8-12	Beth Lyon (FT): lyon@law.villanova.edu
University of Wisconsin Law School Madison, WI	Immigration Law: Mexican Migration to the U.S. (P)	2-3	Every other year	12	Bernard Trujillo (FT): brtrujil@facstaff.wisc.edu

TABLE 2: "CRITICAL RACE THEORY COURSES" RESULTS—2000 AND 2001

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NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ⁵	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ⁶	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL-TIME] ⁷
Arizona State University College of Law Tempe, AZ	Critical Race Theory (R)	2 - 3	"Intermittently"	Varies"	"Varies"
University of California-Berkeley School of Law Berkeley, CA	Critical Race Theory (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	15	Ian Haney-Lopez (FT) ian.haneylopez@law.berkeley.edu and Angela Harris (FT): aharris@law.berkeley.edu
University of California-Hastings College of the Law San Francisco, CA	Critical Race Theory Seminar (R) [2 of 14 sessions devoted exclusively to issues on <i>Latinas/os and the law</i>]	2	Every year	12-20	Keith Wingate (FT): wingatek@uchastings.edu

1. The designation of a course as "Primary" (or "P") means that the course is principally or primarily focused on "Latinas/os and the Law" whereas the designation of a course as "Related" (or "R") means that the course is of a more general nature -- such as courses on race or on immigration -- but that it indirectly or partially provides some coverage of issues deemed socially germane to *Latinas/os* communities qua *Latina/o* communities.

2. This enrollment figure represents the number of students in the course during the last time it was offered -- regardless of whether the last course offering was several years ago or a more recent time.

3. The description of "status" refers to whether or not the teacher of the course is a full-time, regular (tenured or tenure track) member of the law faculty (or "FT") -- a detail that can correlate to the longer-term sustainability and availability of these kinds of courses as part of the formal law school curriculum.

4. "?" = Information not provided.

5. Information in **Course** New type indicates results from a survey conducted in the year 2000; the other information derives from the 2001 Survey.

6. Information in **Enrollment** indicates that the data was retrieved via other sources and not from the response provided by the university, as they either declined participation or neglected to respond to either of these project's questionnaires, or to the follow up queries via telephone and fax.

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ⁵	CREDITS GRANTED	SCHEDULING CYCLE	ENROLL- MENT ⁶	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ⁷
University of California- Los Angeles School of Law Los Angeles, CA	Critical Race Theory (R) [1/8 of course devoted to issues on <i>Latinas/os and the law</i>]	3-4	Every year	25-35	Devon Carbado (FT): carbado@law.ucla.edu
Columbia University School of Law New York, NY	Critical Race Theory (R)	2	Every other year	18	Kendall Thomas (FT): kthomas@law.columbia.edu
DePaul University College of Law Chicago, IL	Critical Race Theory Seminar (R)	3	Every other year	11	Sumi Cho (FT): scho@condor.depaul.edu
Duke University School of Law Durham, NC	Critical Race Theory (R)	2	Every year	7 ⁸	Jerome Culp (FT): cup@law.duke.edu
Howard University School of Law Washington, DC	Critical Race Theory (R)	3	Every year	15	Michelle Jacobs (FT): mjacobs@law.howard.edu
University of Iowa College of Law Iowa City, IA	Critical Race Theory (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	30-40	Adrien K. Wing (FT): adrien-wing@utowa.edu
McGeorge School of Law, University of the Pacific Sacramento, CA	Critical Race Theory (R)	2	"Almost every year"	15	Brian Landsberg (FT): blandsberg@uop.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ⁵	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ⁶	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ⁷
University of North Carolina School of Law Chapel Hill, NC	Critical Race Theory (R) <i>[40% of course devoted to issues on Latinas/os and the law]</i>	3	Every year	16	John Calmore (FT): jcalmore@email.unc.edu
Ohio State University College of Law Columbus, OH	Critical Race Theory (R)	2	?	?	Sharon Davies (FT): davies.49@osu.edu
University of Pennsylvania Law School Philadelphia, PA	Critical Race Theory (R)	3	Every year	"Varies"	"Varies"
Rutgers, The State University of New Jersey S.I. Newhouse Center for Law and Justice Newark, NJ	Critical Race Theory Seminar (R)	2	Every year	12	Charles Jones (FT): cjones@kinoy.rutgers.edu and Tanya Hernandez (FT): thernandez@kinoy.rutgers.edu
University of San Diego School of Law San Diego, CA	Critical Race Theory (R)	3	Every other year	20-40	Cynthia Lee (FT): clee@acusd.edu
Stanford Law School Stanford, CA	Critical Theory, Race Consciousness and the Law (R)	3	Every other year	9	Richard Banks (FT): rbanks@leland.stanford.edu and Richard Ford (FT): rford@leland.stanford.edu
(SUNY) State University of New York at Buffalo School of Law Buffalo, NY	Critical Race Theory (R)	3	Every year	20	Athena Mutua (FT): admuetua@acsu.buffalo.edu and Stephanie Phillips (FT): sphilips@acsu.buffalo.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ⁵	CREDITS GRANTED	SCHEDULING CYCLE	ENROLL- MENT ⁶	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ⁷
Tulane University School of Law New Orleans, LA	Critical Race Theory (R)	3	Every year	18	Robert Westley (FT): rwestley@law.tulane.edu
Washington and Lee University School of Law Lexington, VA	Critical Race Theory (R) [<i>approx. 4 weeks devoted to issues on Latinas/os and the law</i>]	2	?	13	Dorothy Brown (Visiting): brownda@wlu.edu
Western New England College School of Law Springfield, MA	Critical Race Theory (R) [<i>35%-40% of course devoted to issues on Latinas/os and the law</i>]	2	Every year	10	Tuesday Cooper (NFT): ?

TABLE 3: "RACE, RACISM AND RACE RELATIONS COURSES" RESULTS—2000 AND 2001

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NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL-TIME] ³
University of Akron C. Blake McDowell Law Center Akron, OH	Feminist and Race Theory (R) Feminist and Race Theory and the Law (R) ⁵	3 3	Every year Every year	25 18	Brant Lee (FT): btleec@uakron.edu Brant Lee (FT): btleec@uakron.edu and Elizabeth Reilly (FT): reilly@uakron.edu
The University of Alabama School of Law Tuscaloosa, AL	Racism and the Law (R)	3	Every year	25-30	Bryan Fair (FT): bfair@law.ua.edu

1. The designation of a course as "Primary" (or "P") means that the course is principally or primarily focused on "Latinas/os and the Law" whereas the designation of a course as "Related" (or "R") means that the course is of a more general nature -- such as courses on race or on immigration -- but that it indirectly or partially provides some coverage of issues deemed socially germane to Latinas/os communities qua Latina/o communities.

2. This enrollment figure represents the number of students in the course during the last time it was offered -- regardless of whether the last course offering was several years ago or a more recent time.

3. The description of "status" refers to whether or not the teacher of the course is a full-time, regular (tenured or tenure track) member of the law faculty (or "FT") -- a detail that can correlate to the longer-term sustainability and availability of these kinds of courses as part of the formal law school curriculum.

4. "P" = Information not provided.

5. Information in **Course** New type indicates results from a survey conducted in the year 2000; the other information derives from the 2001 Survey.

6. Information in **Artial Rounded** indicates that the data was retrieved via other sources and not from the response provided by the university, as they either declined participation or neglected to respond to either of these project's questionnaires, or to the follow up queries via telephone and fax.

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT?	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ²
Albany Law School Union University Albany, NY	Corporate Perspective on Race and Law (R)	3	New Course Spring 2002	? ⁴	Penelope Andrews (Visiting): ?
American University Washington College of Law Washington, DC	Race, Crime and Politics (R)	2	Every year	24	Angela Davis (FT): angelad@wcl.american.edu
	Contemporary Problems in Anti-Discrimination Law: Race and Gender Discrimination (R)	2	"Not offered recently"	5-8	Claudia Withers (NFT): ? or: Judith Winston (FT): jwinston@wcl.american.edu
	Gender, Race and Ethnicity in International Human Rights (R)	1	Every year	3-5	Celina Romany (NFT): cromany@wcl.american.edu and Claudia Martin (NFT): cmartin@wcl.american.edu
University of Arkansas- Little Rock School of Law Little Rock, AR	"NONE" Race and Criminal Justice Systems ⁵ (R)	"NONE" 2	"NONE" ?	"NONE" ?	"NONE" ?
University of Baltimore School of Law Baltimore, MD	NEGLECTED TO RESPOND TO SURVEY Race & the Law (R)	3	?	?	F. Michael Higginbotham (FT): higginbotham@ubmail. ubalt.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
Boston University School of Law Boston, MA	Race, Nation, and the Development of American Law (R) [1 of 13 weeks devoted to issues on Latinas/os and the law]	4	Every year	27	David Lyons (FT): dbl@bu.edu
Brigham Young University, J. Reuben Clark Law School Provo, UT	Race Relations and Law (R)	3	Every year	9	Cheryl Preston (FT): prestonec@byu.edu
Brooklyn Law School Brooklyn, NY	DECLINED TO PARTICIPATE Race Relations and the Constitution (R)	2	"Not taught in one year"	?	?
University of California-Berkeley School of Law Berkeley, CA	Race, Ethnicity and the Law (R)	2	?	?	?
University of California-Berkeley School of Law Berkeley, CA	Race and American Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	50	Ian Haney-Lopez (FT): ian.haneylopez@law.berkeley.edu
University of California-Davis School of Law Davis, CA	Race and the Law (R) [25% of course devoted to issues on Latinas/os and the law]	2	Sporadically	12	Thomas Joo (FT): twjoo@ucdavis.edu
University of California-Los Angeles School of Law Los Angeles, CA	Race and Gender (R)	3	Every year	30-40	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu
	Race, Law and Representation (R)	3	"New Course"	15	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu
	Federal Indian Law (R)	4	Every other year	9	Carole Goldberg (FT): goldberg@law.ucla.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
University of California-Los Angeles School of Law Los Angeles, CA (cont.)	Tribal Law (R)	3	Every other year	8	Carole Goldberg (FT): goldberg@law.ucla.edu
	Comparative Racialization and the Legal System (R)	3	Every other year	15-20	Laura Gomez (FT): gomez@law.ucla.edu
	Asian American Jurisprudence (R)	3	Every other year	20-30	Jerry Kang (FT): kang@law.ucla.edu
	Latinas/os and the Law (P)	3	Every other year (new 2000)	15-20	Laura Gomez (FT): gomez@law.ucla.edu
Chicago-Kent College of Law Illinois Institute of Technology Chicago, IL	Race and the Law Seminar (R) [20-30% of course devoted to issues on Latinas/os and the law]	2	Every year	18	Luis Fuentes-Rohwer (NFT): lfuentes@kentlaw.edu
University of Chicago Law School Chicago, IL	Racism and the Law (R)	3	Every year	"Varies"	Barah Obama (Visiting): ?
	American Law and Rhetoric of Race (R)	3	Every year	"Large"	Dennis Hutchinson (FT): dhutchinson@uchicago.edu
	Race and Criminal Justice (R)	3	Every other year	"Varies"	Richard Stone (FT): rstone@uchicago.edu and S. Schilnofer (FT): sschilnofer@uchicago.edu

NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
University of Cincinnati College of Law Cincinnati, OH	Remedying Race Discrimination (R) [20% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every other year	12-15	Wendy Parker (FT): wendy.parker@uc.edu
Cleveland State University Cleveland-Marshall College of Law Cleveland, OH	Race, Racism and the Law (R)	2	Every other year	25	Kunal Parker (FT): kunal.parker@law.csuohio.edu and Tayyab Mahmud (FT): tayyab.mahmud@law.csuohio.edu
University of Colorado School of Law Boulder, CO	Seminar: Race, Racism and American Law (R)	2	"Most Years"	12-15	Richard Delgado (FT): rdelgado@colorado.edu
Columbia University School of Law New York, NY	U.S. Races and Justice Systems (R)	2-3	New Course (2002)	43	Richard Delgado (FT): rdelgado@colorado.edu
Cornell Law School Ithaca, NY	Seminar: Race and Poverty Law (R)	2	Every other year	18	Theodore Shaw (NFT): ?
University of Dayton School of Law Dayton, OH	Law, Language and Ethnic and Racial Identity (R)	2	New Course (2002)	?	Wilma Santiago-Irizarry (FT): vsirizarry@postoffice.law.cornell.edu
University of Denver College of Law Denver, CO	Race and Racism in America (R) [1 week devoted to issues on <i>Latinas/os and the law</i>]	2	Every other year	12-20	Vernellia Randall (FT): vernellia.randall@notes.udayton.edu
	Race and the Law (R)	?	?	?	Roberto Corrada (FT): rcorrada@mail.law.du.edu
	Gender and the Law (R)	3	Every year	20	Nancy Ehrenreich (FT): nehrenre@mail.law.du.edu

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DePaul University College of Law Chicago, IL	Race, Racism and U.S. Law (R)	3	Every other year	19	Sumi Cho (FT): scho@condor.depaul.edu
Duke University School of Law Durham, NC	Race and Criminal Justice System Seminar (R)	3	New Course (2001)	18 max.	Randy Stone (Visiting): ?
University of Florida College of Law Gainesville, FL	Race and the Law (R)	2	"Occasional ly"	?	Trina Jones (FT): tjones@law.duke.edu
University of Florida College of Law Gainesville, FL	Race and Race Relations (R) [2-3 weeks devoted to issue on Latinas/os and the law]	3	Every year	85	Juan F. Perea (FT): perea@law.ufl.edu
University of Florida College of Law Gainesville, FL	Race, Conquest and History Seminar (R) [2 weeks devoted to issues on Latinas/os and the law]	2	Every year	12-15	Juan F. Perea (FT): perea@law.ufl.edu
Georgetown University Law Center Washington, DC	Constitutional Law: Critical Race Perspectives Seminar (R)	3	Every year	22	Charles Lawrence (FT): lawrencec@law.georgetown.edu
George Washington University National Law Center Washington, DC	Race, Racism and the Law (R)	3	Every year	70	Paul Butler (FT): pbutler@main.nlc.gwu.edu
George Washington University National Law Center Washington, DC	Law of Race and Slavery (R)	3	Every year	25	Robert Cottrol (FT): bcottrol@main.nlc.gwu.edu
Georgia State University School of Law	NEGLECTED TO RESPOND TO SURVEY Race, Ethnicity & the Law (R)	2-3	?	?	Natsu Taylor Saito (FT) nsaito@gosu.edu
University of Georgia School of Law Athens, GA	Race and the Law (R)	2	New Course Spring 2002	?	Milner Ball (FT): mball@arches.uga.edu

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Golden Gate University School of Law San Francisco, CA	Race and Racism Seminar (R)	2	Every year	15-20	Sheila Thomas (NFT): ? and Sonia Hill (NFT): ?
Hamline University School of Law St. Paul, MN	Seminar: Race and the Law (R)	3	Every year	16 max.	Robin Magee (FT): rmagee@gw.hamline.edu
Harvard University Law School Cambridge, MA	DECLINED TO PARTICIPATE Seminar: Critical Perspectives on the Law— Issues of Race, Gender (R)	?	?	?	Lani Guinier (FT): lguinier@law.harvard.edu
	Asian Americans and Racial Jurisprudence (R)	?	?	?	?
University of Hawaii School of Law Honolulu, HI	Race, Culture and Law (R)	3	Every year	20 max.	Eric Yamamoto (FT): eric@hawaii.edu
Hofstra University School of Law Long Island, NY	Law and Race (R)	2	Every year	18-20	Cheryl Wade (FT): lawczw@hofstra.edu
University of Houston Law Center Houston, TX	Race and the Law (R)	3	Every other year	18-30	Ron Turner (FT): rtturner@uh.edu
Howard University School of Law Washington, DC	Race, Law and Change (R)	3	Every year	15	Henry Jones (FT): bjones@law.howard.edu
	Racial Disparity in the Criminal Justice System (R)	3	Every year	20	Nkechi Taifa (FT): ntaifa@law.howard.edu

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Indiana University- Bloomington School of Law Bloomington, IN	Race, American Society and Law (R)	3	Every year	10-15	Kevin D. Brown (FT): kevinbrown@law.indiana.edu
University of Kansas School of Law Lawrence, KS	Race Discrimination (R)	3	Every year	10-20	Reginald Robinson (Visiting): rlrobinson@ku.edu
Lewis and Clark Northwestern School of Law Portland, OR	Racism and Law (R) [10-15% of course devoted to issues on Latinas/os and the law]	2	Every other year	20	Melvin Oden-Orr (NFT): ? and Adrienne Nelson (NFT): nelsona@bennethartman.com
Loyola Law School Los Angeles, CA	Race, Gender American Law (R) [25% of course devoted to issues on Latinas/os and the law]	2	Every year (New Course 2000)	10-35	Sean Scott (FT): scan.scott@lls.edu or Robert Chang (FT): robert.chang@lls.edu
University of Maryland School of Law Baltimore, MD	Race and the Law: The Maryland Experience (R) South Africa: Race and the Law (R)	3 2	Every year Every year	15 max. 15 max.	Larry Gibson (FT): lgibson@law.umaryland.edu Penelope Anderson (NFT): ?
Mercer University Law School Macon, GA	DECLINED TO PARTICIPATE Race, Racism and American Law (R)	3	Every year	?	?
University of Miami School of Law Coral Gables, FL	Races, Ethnicities and the Law Seminar (R)	2	Every year	15	Francisco Valdes (FT): fvaldes@law.miami.edu

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University of Missouri-Columbia School of Law Columbia, MO	Race, Gender, Sexual Orientation and the Law (R) [10-20% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	12-15	Sylvia Lazos (FT): lazoss@missouri.edu
William Mitchell College of Law St. Paul, MN	Race and Law (R)	2	Every year	25	Michael K. Jordan (FT): mjordan@wmitchell.edu and Michael Steenson (NFT): msteenson@wmitchell.edu
New England School of Law Boston, MA	Race and the Law (R)	2	Every year	20 max.	Cynthia G. Hawkins-Leon (FT): CGHLeon@faculty.nesl.edu
University of New Mexico School of Law Albuquerque, NM	NEGLECTED TO RESPOND TO SURVEY Race, Racism and the Law (R)	?	?	?	?
New York Law School New York, NY	Race: Historical and Legal Investigation of Anti-Discrimination Principles (R) [1 class devoted to issues on <i>Latinas/os and the law</i>]	3	"Varies"	22	Denise Morgan (FT): dmorgan@nyls.edu
	Race and Poverty Law Constitutional Dimensions (R)	2	?	5	Dennis Parker (NFT): ?
New York University School of Law New York, NY	Race, Poverty and Criminal Justice (R) Race and Legal Scholarship (R)	2 3-4	Every year Every year	? ?	Bryan Stevenson (FT): stevensonb@juris.law.nyu.edu Paulette Caldwell (FT): caldwell@juris.law.nyu.edu

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New York University School of Law New York, NY (cont.)	Race and the Law: U.S. and South Africa (R)	3	Every year	?	F. Michael Higginbotham (NFT): higginfotham@juris.law.nyu.edu
	Race, Values and the American Legal Process (R)	3	Every year	?	F. Michael Higginbotham (NFT): higginfotham@juris.law.nyu.edu
University of North Carolina School of Law Chapel Hill, NC	Race, Class and Gender (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	8	Marilyn Yarborough (FT): mvy@email.unc.edu
University of North Dakota School of Law Grand Forks, ND	Race and Gender (R)	2	Every other year	10	Kathryn Rand (FT): rand@law.und.edu
Northeastern University School of Law Boston, MA	"NONE" Seminar: Racism & American Law (R)	"NONE" ?	"NONE" ?	"NONE" ?	"NONE" ?
Northern Illinois University College of Law DeKalb, IL	Race, Racism and the Law (R)	3	Every year	16	Susan Kuo (FT): sskuo@niu.edu
Northern Kentucky University College of Law Highland Heights, KY	Race and Racism (R)	3	Every other year	17	Emily Houh (FT): houhe@nku.edu
Northwestern University School of Law Chicago, IL	Racism and the Law (R) [10-15% of course devoted to issues on <i>Latinas/os and the law</i>]	2-3	"Not taught this year"	30	Chris Bradley (NFT): ?

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Nova Southeastern University Shepard Broad Law Center Fort Lauderdale, FL	Race and the Law Seminar (R)	2	"Last taught 1999"	20	Lundy Langston (FT): langstonl@nsu.law.nova.edu
Ohio State University College of Law Columbus, OH	Race and the Criminal Law (R)	2	?	?	Vincene Verdun (FT): vincenev@aol.com
University of Oregon School of Law Eugene, OR	Race and Criminal Justice (R)	2	"One-Time Offering"	15	Peter Ozanne (NFT): ? and Charles Ogletree (Visiting): ?
Pennsylvania State University, Dickinson School of Law Carlisle, PA	Race, Class and Administration of the Death Penalty (R) Race, Racism and American Law (R) [10% of course devoted to issues on <i>Latinas/os</i> and the law]	2	"One-Time Offering"	9	Peter Ozanne (NFT): ?
University of Pittsburgh School of Law Pittsburgh, PA	Race and the Law (R) [20% of course devoted to issues on <i>Latinas/os</i> and the law]	2	Every year	15-20	Carla Pratt (FT): cdp10@psu.edu or Victor Romero (FT): ver1@psu.edu
Rutgers, The State University of New Jersey School of Law Camden, NJ	Race, Racism and American Law (R) Race and American Law (R)	2	Every year Spring 2001 Spring 1999	25 14 40	Tom Ross (FT): ross@law.pitt.edu Victor Romero (Visiting): ver1@psu.edu Sheila Foster (FT): srfoster@crab.rutgers.edu

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St. John's University School of Law Jamaica, NY	Race and Law Seminar (R)	2	Every year	20	Cheryl Wade (FT): wadec@stjohns.edu
St. Mary's University of San Antonio School of Law San Antonio, TX	Issues of Race and Gender in the Law (R)	2	Every other year	15	?
Samford University Cumberland School of Law	Race and Racism in American Law (R) [1/3 of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	60+	Joaquin Amaya (FT): Amaya@law.stmarytx.edu
Seattle University School of Law Tacoma, WA	Race and American Law (R)	3	Every year	18	Raymond Johnson (NFT): ?
University of Southern California Law Center Los Angeles, CA	Race and the Law (R) [1 of 14 weeks devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	20-40	Margaret Chon (FT): mchon@seattleu.edu
Southern Methodist University School of Law Dallas, TX	Race and Gender (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	"Most years"	20	Ariela Gross (FT): agross@law.usc.edu
South Texas College of Law Houston, TX	Civil Rights Seminar: Critical Race Theory (R)	3	Every year	20	Darren Hutchinson (FT): dhutchin@mail.smu.edu
	Politics and Race (R)	2	Every other year	15	Shelby Moore (FT): smoore@stcl.edu

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Southwestern University School of Law Los Angeles, CA	Race and American Legal Development (R) Race and Gender Issues in Criminal Justice (R)	2 2	Every year New Course (2001)	"NONE" "NONE"	Franklin Ferguson (FT): fferguson@swlaw.edu Myrna Raeder (FT): mraeder@swlaw.edu
Stanford Law School Stanford, CA	Regulating Race (R)	3	Every other year	17	Richard Banks (FT): rbanks@leland.stanford.edu
Suffolk University Law School Boston, MA	NEGLECTED TO RESPOND TO SURVEY Race and the Law (R)	2	?	?	Cecil J. Hunt (FT): cjhunt45@hotmail.com
Syracuse University College of Law Syracuse, NY	Race and Law (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every other year	20	William M. Wiecek (FT): wmwiecek@law.syr.edu
Texas Tech University School of Law Lubbock, TX	Race and Racism (R) [25% of course devoted to issue on <i>Latinas/os and the law</i>]	2	Every year	30	?
Touro College Law Center Huntington, NY	Racism and American Law (R)	2	Every year	15	Deborah Post (FT): deborahp@tourolaw.edu and Beverly McQuery Smith (FT): beverlym@tourolaw.edu
Tulane University School of Law New Orleans, LA	Race Relations Seminar (R) [1 week of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every other year	20	Ray Diamond (FT): rdiamond@law.tulane.edu
University of Tulsa College of Law Tulsa, OK	Seminar: Race, Racism and American Law (R)	2	Every year	15	Pam Butler (NFT): butlepa@tulsasch.org

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Valparaiso University School of Law Valparaiso, IN	Race Relations (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	17	Richard Hatcher (NFT): richard.hatcher@valpo.edu
Vanderbilt University School of Law Nashville, TN	Race and the Law (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	40-80	Robert Belton (FT): robert.belton@vanderbilt. law.edu
Vermont Law School South Royalton, VT	Race and Law (R) [50% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every other year	10	Tsemin Yang (FT): tyang@vermontlaw.edu
Villanova University School of Law Villanova, PA	Intersections of Identity and Law : Racial Profiling (R)	2	Every year	16	Frank Rudy Cooper (FT): cooper@law.villanova.edu
Washington University School of Law St. Louis, MO	Race Relations Law (R)	3	Every year	45	Christopher Bracey (FT): bracey@wulaw.wustl.edu
Wayne State University Law School Detroit, MI	Race and the Law (R) [15-20% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	26	Zanita Feniton (FT): z.feniton@wayne.edu
West Virginia University College of Law Morgantown, WV	Race, Racism and the Law (R) [30% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	15-20	Judy Scully (FT): judith.scully@mail.wvu.edu
Widener University School of Law Wilmington, DE	Seminar: Race, Gender and Sports (R)	2	New Course Spring 2002	?	Robert Hayman (FT): robert.l.hayman.jr@law. widener.edu

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Yale Law School New Haven, CT	"NONE" Criminal Punishment: Race Poverty and Disadvantage (R)	"NONE" 3	"NONE"	"NONE"	"NONE" Anne L. Alstott (FT): Anne.alstott@yale.edu
Yeshiva University Cardozo School of Law New York, NY	Theorizing Sex, Gender and Sexuality (R) Race, Racism and the Law (R)	3-4 2	? Every year	? ?	Kenji Yoshino (FT): kenji.yoshino@yale.edu "Varies"

TABLE 4: "ALL RELATED COURSES" RESULTS—2000 AND 2001

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NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL-TIME] ³
University of Akron C. Blake McDowell Law Center Akron, OH	Feminist and Race Theory (R)	3	Every year	25	Brant Lee (FT): btlee@uakron.edu
	Feminist and Race Theory and the Law (R) ⁵	3	Every year	18	Brant Lee (FT): btlee@uakron.edu and Elizabeth Reilly (FT): reilly@uakron.edu
The University of Alabama School of Law Tuscaloosa, AL	Racism and the Law (R)	3	Every year	25-30	Bryan Fair (FT): bfair@law.ua.edu
Albany Law School Union University Albany, NY	Corporate Perspective on Race and Law (R)	3	New Course (Spring 2002)	7 ⁴	Penelope Andrews (Visiting): ?

1. The designation of a course as "Primary" (or "P") means that the course is principally or primarily focused on "Latinas/os and the Law" whereas the designation of a course as "Related" (or "R") means that the course is of a more general nature -- such as courses on race or on immigration -- but that it indirectly or partially provides some coverage of issues especially germane to Latina/os communities qua Latina/o communities.

2. This enrollment figure represents the number of students in the course during the last time it was offered -- regardless of whether the last course offering was several years ago or a more recent time.

3. The description of "status" refers to whether or not the teacher of the course is a full-time, regular (tenured or tenure track) member of the law faculty (or "FT") -- a detail that can correlate to the longer-term sustainability and availability of these kinds of courses as part of the formal law school curriculum.

4. "?"= information not provided.

5. Information in Courier New type indicates results from a survey conducted in the year 2000; the other information derives from the 2001 Survey.

6. Information in **Arial Rounded** indicates that the data was retrieved via other sources and not from the response provided by the university, as they either declined participation or neglected to respond to this survey.

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American University Washington College of Law Washington, DC	Race, Crime and Politics (R)	2	Every year	24	Angela Davis (FT): angelad@wcl.american.edu
	Contemporary Problems in Anti-Discrimination Law: Race and Gender Discrimination (R)	2	"Not offered recently"	5-8	Claudia Withers (NFT): ? or Judith Winston (FT): jwinston@wcl.american.edu
	Advanced Constitutional Law: Equal Protection (R) <i>[1 hour devoted to issues on Latinas/os and the law]</i>	2-3	New Course (2001)	10	Judith Winston (FT): jwinston@wcl.american.edu
	Gender, Race and Ethnicity in International Human Rights (R)	1	Every year	3-5	Celina Romany (NFT): cromany@wcl.american.edu and Claudia Martin (NFT): cmartin@wcl.american.edu
	Gender, Cultural Difference, and International Human Rights (R)	2-3	Every year	8-10	Elizabeth Bruch (NFT): ebruch@wcl.american.edu
	International Protection of Refugees and Displaced Persons (R)	2	Every year	5-8	Theresa Wallbaum (NFT): ?

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American University Washington College of Law Washington, DC (cont.)	Advanced Human Rights (R)	3	Every year	8-10	Robert Goldman (FT): rgoldman@wcl.american.edu
	Advanced Issues in Immigration Law: Policy, Enforcement and Review (R)	3	Every year	5-8	Lory Rosenberg (NFT): lrosenberg@wcl.american.edu
	Litigating Reparation for African-Americans (R)	2	Every year	3-5	Adjoa Aiyetoro (NFT): aaiyetoro@wcl.american.edu
	Human Rights (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	25	Diego Rodriguez-Pinzon (NFT): d.rodriguez@wcl. american.edu and Claudia Martin (NFT): cmartin@wcl.american.edu
	Immigration And Naturalization Law (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	60-90	Leti Volpp (FT): lvolpp@wcl.american.edu
	Employment Discrimination (R)	3	Every year	10-15	Catherine Ventrell-Monsees (NFT): ?
	Education Law (R)	?	Every year	8-10	Judith Winston (FT): jwinston@wcl.american.edu

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American University Washington College of Law Washington, DC (cont.)	Human Rights in Comparative Criminal Procedure (R) International Protection of Human Rights (R) [30% of course devoted to issues on Latinas/os and the law] Asian Pacific Americans and the Law (R) Inter-American Human Rights Law (P) [100% of course devoted to issues on Latinas/os and the Law]	2 2 3 2	Every year Every year Every year Every year	5-8 12-15 8-15 10-15	Richard Wilson (FT): rwilson@wcl.american.edu Diego Rodriguez-Pinzon (NFT): d.rodri@wcl.american.edu Leti Volpp (FT): lvolpp@wcl.american.edu Diego Rodriguez-Pinzon (NFT): d.rodri@wcl.american.edu
University of Arizona College of Law Tucson, AZ	NEGLECTED TO RESPOND TO SURVEY Gender and the Law ⁶ (R) Globalization and Preservation (Transformation) of Culture (R) Critical Race Theory (R)	? ? 2-3	? ? "Intermittently"	? ? "Varies"	Obiora Hershey (?): ?
Arizona State University College of Law Tempe, AZ					"Varies"

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University of Arkansas-Little Rock School of Law Little Rock, AR	"NONE" Gender and the Law (R) Race and Criminal Justice Systems (R)	"NONE" 2 2	"NONE" ? ?	"NONE" ? ?	"NONE" Theresa Beiner (?): tbeiner@ualr.edu ?
University of Baltimore School of Law Baltimore, MD	NEGLECTED TO RESPOND TO SURVEY Gender & the Law Seminar (R) Contemporary Legal Issues: Perspectives on Sexual Orientation & the Law (R) Race & the Law (R) Law & Social Reform Seminar (R)	3 3 3 3	? ? ? ?	? ? ? ?	? ? F Michael Higginbotham (FT): higginbotham@ubalt.edu ?
Boston College Law School Newton, MA	Immigration Law (R) Postmodern Legal Theory (R)	? ?	Every year Every year	? ?	Daniel Kanstroom (FT): daniel.kanstroom@bc.edu Anthony Farley (FT): farley@bc.edu
Boston University School of Law Boston, MA	Race, Nation, and the Development of American Law (R) [1 of 13 weeks devoted to issues on Latinas/os and the law]	4	Every year	27	David Lyons (FT): dbl@bu.edu

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Boston University School of Law Boston, MA (cont.)	Law, Work, and Poverty Seminar (R) Comparative Refugee and Asylum Law Seminar (R) [20% of course devoted to issues on Latinas/os and the law] Housing Law (R)	3 3 3	New Course (2001) Every year Every year	13 18 8	Maria Hylton (FT): mhylton@bu.edu Susan Akram (FT): sakram@GBLS.org Judge Jeffrey Winik (NFT): ?
Brigham Young University, J. Reuben Clark Law School Provo, UT	Race Relations and Law (R)	3	Every year	9	Cheryl Preston (FT): prestonc@byu.edu
Brooklyn Law School Brooklyn, NY	DECLINED TO PARTICIPATE Race Relations and the Constitution (R) Race, Ethnicity and the Law (R)	2 2	"Not taught in one year" ?	? ?	? ?
University of California-Berkeley School of Law Berkeley, CA	Race and American Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	50	Ian Haney-Lopez (FT): ian.haneylopez@law.berkeley.edu and Angela Harris aharris@law.berkeley.edu

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University of California-Berkeley School of Law Berkeley, CA (cont.)	Critical Race Theory (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	15	Ian Haney-Lopez (FT) ian.haneylopez@law.berkeley.edu and Angela Harris (FT): aharris@law.berkeley.edu
	Constitutional Rights of Immigrants (R)	?	Every year	?	Lucas Guttentag (NFT): ?
University of California-Davis School of Law Davis, CA	Race and the Law (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	2	"Sporadical ly"	12	Thomas Joo (FT): twjoo@ucdavis.edu
	Immigration Law (R)	3	Every year	?	Jim Smith (FT): jsmith@ucdavis.edu
	Human Rights (R)	3	Every other year	?	Diane Amann (FT): Damann@ucdavis.edu
	Employment Discrimination (R)	3	Every year	?	Martha West (FT): mswest@ucdavis.edu
	Civil Rights (R)	4	Every year	?	Margaret Johns (FT): mzjohns@ucdavis.edu
	Civil Rights Commission Seminar (R)	2	?	?	Cruz Reynoso (FT): creynoso@ucdavis.edu
	Refugee Law (R)	?	"Sporadical ly"	?	Kevin Johnson (FT): krjohnson@ucdavis.edu

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University of California-Davis School of Law Davis, CA (<i>cont.</i>)	Education Law (R)	2	?	?	Arturo Gandara (FT): agandara@ucdavis.edu
University of California-Hastings College of the Law San Francisco, CA	Critical Race Theory Seminar (R) [2 of 14 sessions devoted exclusively to issues on <i>Latinas/os and the law</i>]	2	Every year	12-20	Keith Wingate (FT): wingatek@uchastings.edu
University of California-Los Angeles School of Law Los Angeles, CA	Latinas/os and the Law (P)	3	Every other year (New Course 2000)	15-20	Laura Gomez (FT): gomez@law.ucla.edu
	Critical Race Theory (R) [1/8 of course devoted to issues on <i>Latinas/os and the law</i>]	3 - 4	Every year	25-35	Devon Carbado (FT): carbado@law.ucla.edu and Kimberle Crenshaw (FT): crenshaw@law.ucla.edu and Cheryl Harris (FT): harris@law.ucla.edu
	Comparative Racialization and the American Legal System (R)	3	Every other year	25	Laura Gomez (FT): gomez@law.ucla.edu
	Immigration Law (R)	24	Every other year	30-40	Khaled Medhat Abou El Fadl (FT): abouelfa@law.ucla.edu
	Law and Society (R)	4	Every year	15	Laura Gomez (FT): gomez@law.ucla.edu

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University of California- Los Angeles School of Law Los Angeles, CA (cont.)	Constitutional Procedure (R)	4	Every semester	90	Devon Carbedo (FT): carbedo@mail.law.ucla.edu
	Civil Rights (R)	4	Every year	55	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu and Cheryl Harris (FT): harris@law.ucla.edu
	Race and Gender (R)	3	Every year	30-40	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu
	Race, Law and Representation (R)	3	"New Course"	15	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu
	Employment Discrimination (R)	4	Every year	30-40	Cheryl Harris (FT): harris@law.ucla.edu
	Federal Indian Law (R)	4	Every other year	9	Carole Goldberg (FT): Goldberg@law.ucla.edu
	Tribal Law (R)	3	Every other year	8	Carole Goldberg (FT): Goldberg@law.ucla.edu
	Asian American Jurisprudence (R)	3	Every other year	20-30	Jerry Kang (FT): kang@law.ucla.edu
	Law and Terrorism (R)	3	Every other year	46	Khaled Abou El Fadl (FT): abouelfadl@law.ucla.edu

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Capital University Law School Columbus, OH	African American Males and the Law (R) Gender Bias (R)	2 2	Every year Every year	20 20	Floyd Weatherspoon (FT): fweatherspoon@law.capital.edu Shirley Mays (FT): smays@law.capital.edu
Case Western Reserve University Law School Cleveland, OH	"NONE" Courts, Public Policy & Social Change (R) Black Lawyers in America (R) Poverty, Social Inequality and the Law (R)	"NONE" ? ? ?	"NONE" ? "Occasional ly" ?	"NONE" ? ? ?	"NONE" ? Robert Strassfeld (?) : rns3@po.cwru.edu ?
Chicago-Kent College of Law, Illinois Institute of Technology Chicago, IL	Race and the Law Seminar (R) [20-30% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	18	Luis Fuentes-Rohwer (NFT): lfuentes@kentlaw.edu
University of Chicago Law School Chicago, IL	Racism and the Law (R) Poverty and the Law (R) American Law and Rhetoric of Race (R)	3 3 3	Every year Every year Every year	"Varies" "Varies" "Large"	Barah Obama (Visiting): ? Tracey Mearns (FT): ? Dennis Hutchinson (FT): dhutchinson@uchicago.edu

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University of Chicago Law School Chicago, IL (cont.)	Race and Criminal Justice (R)	3	Every other year	"Varies"	Richard Stone (FT): rstone@uchicago.edu and S. Schilnofer (FT): sshilnofer@uchicago.edu
University of Cincinnati College of Law Cincinnati, OH	Remedying Race Discrimination (R) [20% of course devoted to issues on Latinas/os and the law]	2	Every other year	12-15	Wendy Parker (FT): wendy.parker@uc.edu
	Civil Rights (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every other year	25	Wendy Parker (FT): wendy.parker@uc.edu
Cleveland State University Cleveland-Marshall College of Law Cleveland, OH	Race, Racism and the Law (R)	2	Every other year	25	Kunal Parker (FT): kunal.parker@law.csuohio.edu and Tayyab Mahmud (FT): tayyab.mahmud@law. csuohio.edu
	Civil Rights Seminar (R)	2	Every other year	25	Tayyab Mahmud (FT): tayyab.mahmud@law. csuohio.edu
	Immigration and Nationality Law Seminar (R)	?	Every year	25	Lolita Buckner Inniss (FT): lolita.inniss@law.csuohio.edu
	Women in the Criminal Justice System (R)	?	?	25	Lolita Buckner Inniss (FT): lolita.inniss@law.csuohio.edu

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University of Colorado School of Law Boulder, CO	Seminar: Race, Racism and American Law (R)	2	"Most Years"	12-15	Richard Delgado (FT): rdelgado@colorado.edu
	U.S. Races and Justice Systems (R)	2-3	New Course (2001-2002)	43	Richard Delgado (FT): rdelgado@colorado.edu
Columbia University School of Law New York, NY	Seminar: Race and Poverty Law (R)	2	Every other year	18	Theodore Shaw (NFT): ?
	Critical Race Theory (R)	2	Every other year	18	Kendall Thomas (FT): kthomas@law.columbia.edu
	Equality in Multicultural Societies (R)	2	Every year	18	Eyal Benvenisti (Visiting): ebenve@law.columbia.edu
	Rights of Minority Groups (R)	3	Every other year	24	Eyal Benvenisti (Visiting): ebenve@law.columbia.edu
University of Connecticut School of Law Hartford, CT	Civil and Political Rights (R) [20% of course devoted to issue on <i>Latinas/os and the law</i>]	3	Every year	30	Robin Berner (FT): oberner@law.uconn.edu
Cornell Law School Ithaca, NY	Law, Language and Ethnic and Racial Identity (R)	2	New Course (2002)	?	Vilma Santiago-Irizarry (FT): vsirizarry@postoffice.law.cornell.edu
Creighton University School of Law Omaha, NE	Employment Discrimination (R)	?	Every year	?	?
	Civil Rights (R)	?	Every year	?	?
University of Dayton School of Law Dayton, OH	Race and Racism in America (R) [1 week devoted to issues on <i>Latinas/os and the law</i>]	2	Every other year	12-20	Vernellia Randall (FT): vernellia.randall@notes.udayton.edu

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University of Denver College of Law Denver, CO	Race and the Law (R)	?	?	?	Roberto Corrada (FT): rcorrada@mail.law.du.edu
DePaul University College of Law Chicago, IL	Gender and the Law (R)	3	Every year	20	Nancy Ehrenreich (FT): nehrenre@mail.law.du.edu
	Critical Race Theory Seminar (R)	3	Every other year	11	Sumi Cho (FT): scho@condor.depaul.edu
	Race, Racism and U.S. Law (R)	3	Every other year	19	Sumi Cho (FT): scho@condor.depaul.edu
University of Detroit Mercy School of Law Detroit, MI	Civil Rights (R)	3	Every other year	14	Susan Bandes (FT): Sbandes@condor.depaul.edu
	Race and Criminal Justice System Seminar (R)	3	New Course (2001)	18 max.	Randy Stone (Visiting): ?
	Civil Rights (R)	3	"Occasionally"	?	?
Duke University School of Law Durham, NC	Critical Race Theory (R)	2	Every year	?	Jerome Culp (FT): cup@law.duke.edu
	Employment Discrimination (R)	3	Every year	?	Trina Jones (FT): tjones@law.duke.edu and Jerome Culp (FT): cup@law.duke.edu

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Duke University School of Law Durham, NC (cont.)	Employment Discrimination: Advanced Topics (R) Race and the Law(R) Poverty Law(R)	2 2 3	"Occasionally" "Occasionally" Every year	? ? ?	James Coleman (FT): jcoleman@law.duke.edu Trina Jones (FT): tjones@law.duke.edu Carol Spruill (FT): spruill@law.duke.edu
Emory University School of Law Atlanta, GA	Seminar: Slavery and Anti-Slavery (R)	3	Every year	16	Kathleen Neal Cleaver (?): kcleaver@law.emory.edu
University of Florida College of Law Gainesville, FL	Race and Race Relations (R) [2-3 weeks devoted to issue on Latinas/os and the law]	3	Every year	85	Juan F. Perea (FT): perea@law.ufl.edu
	Race, Conquest and History Seminar (R) [2 weeks devoted to issues on Latinas/os and the law]	2	Every year	12-15	Juan F. Perea (FT): perea@law.ufl.edu
Fordham University School of Law New York, NY	Anti-Discrimination Law (R) [25% of course devoted to issues on Latinas/os and the law]	3	Every year	90	Sheila Foster (Visiting): sfoster@law.fordham.edu
George Mason University School of Law Arlington, VA	Discrimination in Employment (R)	2-3	Every year	15-30	Herald Louis (Visiting): ?

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Georgetown University Law Center Washington, DC	Constitutional Law: Critical Race Perspectives Seminar (R)	3	Every year	22	Charles Lawrence (FT): lawrencel@law.georgetown.edu
	African American Critical Thought Seminar (R)	3	Every year	22	Anthony Cook (FT): cook@law.georgetown.edu
	Asian Americans and Legal Ideology Seminar (R)	3	Every year	22	Mari Matsuda (FT): matsuda@law.georgetown.edu
George Washington University National Law Center Washington, DC	Race, Racism and the Law (R)	3	Every year	70	Paul Butler (FT): pbutler@main.nlc.gwu.edu
	Law of Race and Slavery (R)	3	Every year	25	Robert Cottrol (FT): bcottrol@main.nlc.gwu.edu
University of Georgia School of Law Athens, GA	Race and the Law (R)	2	New Course (Spring 2002)	?	Milner Ball (FT): mball@arches.uga.edu
Golden Gate University School of Law San Francisco, CA	Race and Racism Seminar (R)	2	Every year	15-20	Sheila Thomas (NFT): ? and Sonia Hill (NFT): ?
	Employment Discrimination Law (R)	3	Every year	30	David Oppenheimer (FT): dbo@ggu.edu
Hamline University School of Law St. Paul, MN	Seminar: Race and the Law (R)	3	Every year	16 max.	Robin Magee (FT): rmagee@gv.hamline.edu

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Harvard University Law School Cambridge, MA	DECLINED TO PARTICIPATE Seminar: Critical Perspectives on the Law Issues of Race, Gender (R) Sex, Gender & Human Rights (R) Lawyering for Social Justice in Theatres of Power (R) Asian Americans and Racial Jurisprudence (R)	?	?	?	Lani Guinier (FT): lguinier@law.harvard.edu ?
University of Hawaii School of Law Honolulu, HI	Race, Culture and Law (R)	3	Every year	20 max.	Eric Yamamoto (FT): eric@hawaii.edu
Hofstra University School of Law Long Island, NY	Law and Race (R) Immigration Law(R)	2 3	Every year Every year	18-20 "Varies"	Cheryl Wade (FT): lawczw@hofstra.edu Peter Spiro (FT): lawpjs@hofstra.edu
University of Houston Law Center Houston, TX	Race and the Law (R)	3	Every other year	18-30	Ron Turner (FT): rtturner@uh.edu
Howard University School of Law Washington, DC	Race, Law and Change (R) International Law of Human Rights (R)	3 3	Every year Every year	15 15	Henry Jones (FT): bjones@law.howard.edu Steven Jamar (FT): sjamar@law.howard.edu

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Howard University School of Law Washington, DC (cont.)	Equal Employment Law (R)	3	Every year	15	e. christi cunningham (FT): ccunningham@law.howard.edu
	Racial Disparity in the Criminal Justice System (R)	3	Every year	20	Nkechi Taifa (FT): ntaifa@law.howard.edu
	Critical Race Theory (R)	3	Every year	15	Michelle Jacobs (FT): mjacobs@law.howard.edu
	Civil Rights Planning (R)	2	Every year	15	Harold McDougall (?): hmcDougall@law.howard.edu
	Criminal Justice Clinic (R)	6	Every year	16	Michelle Jacobs (FT): mjacobs@law.howard.edu and Aminata Ipyana (FT): aipyana@law.howard.edu
	Comparative Human Rights (R)	3	Every year	7	e. christi cunningham (FT): ccunningham@law.howard.edu
University of Idaho College of Law Moscow, ID	Legal Aid Clinic (R)	3-5	Every year	8-10	Monica Schurtman (FT): monicas@uidaho.edu
Indiana University-Bloomington School of Law Bloomington, IN	Race, American Society and Law (R)	3	Every year	10-15	Kevin D. Brown (FT): kevinbrown@law.indiana.edu

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Indiana University-Indianapolis School of Law Indianapolis, IN	Immigration Law (R)	3	"Not taught in the past 2 years"	75	"Currently seeking to hire someone for next year"
University of Iowa College of Law Iowa City, IA	Critical Race Theory (R) [10% of course devoted to issues on <i>Latinas/os</i> and the law]	3	Every year	30-40	Adrien K. Wing (FT): adrien-wing@uiowa.edu
University of Kansas School of Law Lawrence, KS	Race Discrimination (R)	3	Every year	10-20	Reginald Robinson (Visiting): rlrobinson@ku.edu
University of Kentucky College of Law Lexington, KY	NEGLECTED TO RESPOND TO SURVEY Gender Discrimination (R)	?	?	?	Candyn Bratt (FT): ?
	Anti-Discrimination Topics Seminar (R)	?	?	?	Roberta Harding (FT): rharding@pop.uky.edu
Lewis and Clark Northwestern School of Law Portland, OR	Racism and Law (R) [10-15% of course devoted to issues on <i>Latinas/os</i> and the law]	2	Every other year	20	Melvin Oden-Orr (NFT): ? and Adrienne Nelson (NFT): nelsona@bennethartman.com
Louisiana State University Law Center Baton Rouge, LA	Seminar in Higher Education Desegregation (R)	2	Every other year	46	Greg Vincent (FT): gvincen@lsu.edu
Loyola Law School Los Angeles, CA	Race, Gender American Law (R) [25% of course devoted to issues on <i>Latinas/os</i> and the law]	2	Every year (New Course 2000)	10-35	Sean Scott (FT): sean.scott@lls.edu or Robert Chang (FT): robert.chang@lls.edu

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Loyola Law School Los Angeles, CA (cont.)	Asian Americans and the Law (R) [1 of 14 classes devoted to issue on <i>Latinas/os and the law</i>]	2-3	Every year	15-20	Robert Chang (FT): robert.chang@lls.edu
McGeorge School of Law, University of the Pacific Sacramento, CA	Critical Race Theory (R)	2	"Almost every year"	15	Brian Landsberg (FT): blandberg@uop.edu
	Federal Anti-Discrimination Legislation (R)	3	Every year	"Varies"	Brian Landsberg (FT): blandberg@uop.edu
Marquette University Law School Milwaukee, WI	Immigration Law (R)	3	Every year	25-35	Edward Fallone (FT): ed.fallone@marquette.edu
	Employment Discrimination (R)	3	Every year	35-50	Phoebe Williams (FT): phoebe.williams@marquette.edu
John Marshall Law School Chicago, IL	Law and Diversity (R)	3	Every year	10-12	Ivette Barksbale (FT): 7barksbale@jmls.edu
University of Maryland School of Law Baltimore, MD	Race and the Law: The Maryland Experience (R)	3	Every year	15 max.	Larry Gibson (FT): lgibson@law.umaryland.edu
	South Africa: Race and the Law (R)	2	Every year	15 max.	Penelope Anderson (NFT): ?
	Jurisprudence Seminar: Emerging Trends in Equality Jurisprudence (R)	3	Every year	15 max.	Barbara Bezdek (FT): bbezdek@law.umaryland.edu

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Mercer University Law School Macon, GA	DECLINED TO PARTICIPATE Race, Racism and American Law (R) Theories in Feminist Jurisdiction (R)	3 2	Every year ?	? ?	? ?
University of Memphis Cecil C. Humphreys School of Law Memphis, TN	Civil Rights (R)	3	Every year	30-45	Barbara Kritchevsky Bkrtchvs@memphis.edu
University of Miami School of Law Coral Gables, FL	Races, Ethnicities and the Law Seminar (R)	2	Every year	15	Francisco Valdes (FT): fvaldes@law.miami.edu
University of Minnesota Law School Minneapolis, MN	Elimination of Bias (R)	2	Every year	?	?
University of Mississippi School of Law University, MS	Political Civil Rights	3	Every year	20	"Visiting Professor"
University of Missouri- Columbia School of Law Columbia, MO	Race, Gender, Sexual Orientation and the Law (R) <i>[10-20% of course devoted to issues on Latinas/os and the law]</i>	2	Every year	12-15	Sylvia Lazos (FT): lazoss@missouri.edu
	Gender and the Law (R)	3	Every year	25	Christina Wells (FT): wellsc@missouri.edu

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University of Missouri-Kansas City School of Law Kansas City, MO	Jurisprudence (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	20	Nancy Levit (FT): levitn@umkc.edu
	Gender and Justice (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	20	Nancy Levit (FT): levitn@umkc.edu
William Mitchell College of Law St. Paul, MN	Race and Law (R)	2	Every year	25	Michael K. Jordan (FT): mjordan@wmitchell.edu and Michael Steenson (NFT): msteenson@wmitchell.edu
	Immigration Clinic (R)	2	Every year	4-6	?
University of Nebraska College of Law Lincoln, NE	Legal Control of Discrimination (R) [50% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	20-75	Steven Willborn (FT) swillborn1@unl.edu
New England School of Law Boston, MA	Race and the Law (R)	2	Every year	20 max.	Cynthia G. Hawkins-Leon (FT): CGHLeon@faculty.nesl.edu
University of New Mexico School of Law Albuquerque, NM	NEGLECTED TO RESPOND TO SURVEY Lawyering for Social Change (R)	?	?	?	Margaret Montoya (FT): montoya@law.unm.edu
	Race, Racism and the Law (R)	?	?	?	?

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New York Law School New York, NY	American Slavery and the Law (R)	2	?	2	Annette Gordon-Reed (FT): agordon@nyls.edu
	Blacks and the American Law (R)	2	?	?	Jacqueline Berrien (NFT): ?
	Race: Historical and Legal Investigation of Anti- Discrimination Principles (R) [1 class devoted to issues on <i>Latinas/os and the law</i>]	3	"Varies"	22	Denise Morgan (FT): dimorgan@nyls.edu
	Race and Poverty Law Constitutional Dimensions (R)	2	?	5	Dennis Parker (NFT): ?
New York University School of Law New York, NY	Race, Poverty and Criminal Justice (R)	2	Every year	?	Bryan Stevenson (FT): stevensonb@juris.law.nyu.edu
	Race and Legal Scholarship (R)	3-4	Every year	?	Paulette Caldwell (FT): caldwell@juris.law.nyu.edu
	Race and the Law: U.S. and South Africa (R)	3	Every year	?	F. Michael Higginbotham (NFT): higginbotham@juris. law.nyu.edu
	Race, Values and the American Legal Process (R)	3	Every year	?	F. Michael Higginbotham (NFT): higginbotham@juris. law.nyu.edu

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University of North Carolina School of Law Chapel Hill, NC	Critical Race Theory (R) [40% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	16	John Calmore (FT): jcalmore@email.unc.edu
	Antidiscrimination Law (R) [35% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	41	John Calmore (FT): jcalmore@email.unc.edu
	Employment Discrimination (R) [33% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	43	Glenn George (FT): ggeorge@email.unc.edu and Ann Hubbard (FT): hubbard1@email.unc.edu
	Employment Law (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	88	Glenn George (FT): ggeorge@email.unc.edu
	Civil Lawyering Process (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	18	Alice Ratliff (FT): aaratliff@email.unc.edu and Deborah Weissman (FT): weissman@email.unc.edu
	Civil Clinic (R) [15-50% of course devoted to issues on <i>Latinas/os and the law</i>]	5 (2 semesters)	Every year	18	Alice Ratliff (FT): aaratliff@email.unc.edu and Deborah Weissman (FT): weissman@email.unc.edu

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University of North Carolina School of Law Chapel Hill, NC (cont.)	Domestic Violence Law (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	26	Deborah Weissman (FT): weissman@email.unc.edu
	Disability Law (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	11	Ann Hubbard (FT): hubbard1@email.unc.edu
	Criminal Adjudication (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	39	Eric Muller (FT): emuller@email.unc.edu
	Constitutional Law (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	4	Every year	231	John Boger (FT): cboger@email.unc.edu and William Marshall (FT): wpmarshall@email.unc.edu and Eric Muller (FT): emuller@email.unc.edu and Gene Nichol (FT): gnichol@email.unc.edu
	Race, Class and Gender (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	8	Marilyn Yarbrough (FT): mvy@email.unc.edu
	Fair Housing Course (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	7	Charles Daye (FT): cdaye@email.unc.edu

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University of North Carolina School of Law Chapel Hill, NC (cont.)	Civil Rights (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>] Federal Civil Rights Litigation (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	3 3	Every year Every year	9 42	Julius Chambers (NFT): ? Gene Nichol (FT): gnichol@email.edu and J.D. Phillips (?): ?
University of North Dakota School of Law Grand Forks, ND	Race and Gender (R)	2	Every other year	10	Kathryn Rand (FT): rand@law.und.edu
Northeastern University School of Law Boston, MA	"NONE" Advance Constitution Law: Sexuality, Gender & the Law (R) Critical Legal Theory (R) Law Policy & Society (R) Seminar: Racism & American Law (R)	"NONE" ? ? ? ?	"NONE" ? ? ? ?	"NONE" ? ? ? ?	"NONE" Hope Lewis (FT): h.lewis@neu.net ? ? ?

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Northern Illinois University College of Law DeKalb, IL	Race, Racism and the Law (R) Gender and the Law (R)	3 2	Every year Every year	16 12	Susan Kuo (FT): sskuo@niu.edu Elvia Arriola (FT): earriola@niu.edu
Northern Kentucky University College of Law Highland Heights, KY	Women and the Global Economy (R) Race and Racism (R)	3 3	Every other year Every other year	10 17	Elvia Arriola (FT): earriola@niu.edu Emily Houh (FT): houhe@nku.edu
Northwestern University School of Law Chicago, IL	Racism and the Law (R) [10-15% of course devoted to issues on <i>Latinas/os</i> and the law] Law and Social Change (R)	2-3 3	"Not taught this year" Every year	30 70+	Chris Bradley (NFT): ? Leonard Rubinstein (FT): l-rubinstein@northwest.edu
Nova Southeastern University, Shepard Broad Law Center Fort Lauderdale, FL	Race and the Law Seminar (R) Environmental Land Use Practice and Procedure (R)	2 2	"Last taught 1999" Every year	20 4-8	Lundy Langston (FT): langston@nsu.law.nova.edu Brion Blackwelder (FT): blackwelderb@nsu.law.nova.edu and Richard Grosso (FT): grosso@nsu.law.nova.edu

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Nova Southeastern University, Shepard Broad Law Center Fort Lauderdale, FL (cont.)	Electoral Process (R)	2	Every year	15-25	John Anderson (FT): andersonj@nsu.law.nova.edu
	Civil Rights Litigation (R)	2	Every year	20	Michael Masinter (FT): masinter@nova.edu
	Employment Discrimination (R)	3	Every year	50	Michael Masinter (FT): masinter@nova.edu
Ohio State University College of Law Columbus, OH	Race and the Criminal Law (R)	2	?	?	Vincene Verdun (FT): vincenev@aol.com
	Critical Race Theory (R)	2	?	?	Sharon Davies (FT): davies.49@osu.edu
University of Oregon School of Law Eugene, OR	Race and Criminal Justice (R)	2	"One-Time Offering"	15	Peter Ozanne (NFT): ? and Charles Ogletree (Visiting): ?
	Race, Class and Administration of the Death Penalty (R)	2	"One-Time Offering"	9	Peter Ozanne (NFT): ?
Pace University School of Law White Plains, NY	Environmental Justice (R) (2 weeks devoted to issues on Latinas/os and the law)	3	Every year	10-20	Randolph McLaughlin (FT): rmlaughlin@law.pace.edu
University of Pennsylvania Law School Philadelphia, PA	Critical Race Theory (R)	3	Every year	"Varies"	"Varies"

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Pennsylvania State University, Dickinson School of Law Carlisle, PA	Race, Racism and American Law (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every year	15-20	Carla Pratt(FT): cdp10@psu.edu or Victor Romero (FT): vcr1@pu.edu
	Immigration Law (R) [approximately 2 weeks devoted to issue on Latinas/os and the law]	3	Every year	15	Victor Romero (FT): vcr1@pu.edu
University of Pittsburgh School of Law Pittsburgh, PA	Race and the Law (R) [20% of course devoted to issues on Latinas/os and the law]	2	Every year	25	Tom Ross (FT): ross@law.pitt.edu
University of Puerto Rico School of Law Rio Piedras, PR	Public International Law (R)	3	Every year	200 (3 sessions)	Ruben Berrios (FT): r_berrios@rrrpadm.rrp.upr.edu and Roberto Aponte (FT): roband100@hotmail.com
Rutgers, The State University of New Jersey S.I. Newhouse Center for Law and Justice Newark, NJ	Race, Racism and American Law (R)	2	Spring 2001	14	Victor Romero(Visiting): vcr1@psu.edu
	Race and American Law (R)	3	Spring 1999	40	Sheila Foster (FT): srfoster@crab.rutgers.edu
	Anti-Discrimination Law (R) [25% of course devoted to issues on Latinas/os and the law]	3	Every year	60	Sheila Foster (FT): srfoster@crab.rutgers.edu

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Rutgers, The State University of New Jersey S.I. Newhouse Center for Law and Justice Newark, NJ	Critical Race Theory Seminar (R)	2	Every year	12	Charles Jones (FT): cjones@kinoy.rutgers.edu and Tanya Hernandez (FT): thernandez@kinoy.rutgers.edu
St. John's University School of Law Jamaica, NY	Inner City Economic Development (R) Race and Law Seminar (R)	3 2	Every year Every year	20 20	David Troutt (FT): ditroutt@kinoy.rutgers.edu Cheryl Wade (FT): wadec@stjohns.edu
	Issues of Race and Gender in the Law (R)	2	Every other year	15	?
	Immigration Law (R)	2	Every year	40	Janice Villiers (FT): villierj@stjohns.edu
	Immigration Law Seminar (R)	2	"Occasionally"	?	Janice Villiers (FT): villierj@stjohns.edu
St. Mary's University of San Antonio School of Law San Antonio, TX	Family Law (R) <i>[4 or 5 classes devoted to issues on Latinas/os and the law]</i> Jurisprudence: Critical Lawyering (R) <i>[amount of time devoted to issues on Latinas/os and the law varies]</i>	2-3 3	Every year Every year	60-90 75+	Ana Novoa (FT): novooaa@law.stmarytx.edu Ana Novoa (FT): novooaa@law.stmarytx.edu and Amy Kastely (FT): kastelya@law.stmarytx.edu

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St. Mary's University of San Antonio School of Law San Antonio, TX (cont.)	Race and Racism in American Law (R) [1/3 of course devoted to issues on Latinas/os and the law]	3	Every year	60+	Joaquin Amaya (FT): Amaya@law.stmarytx.edu
	American Legal History (R) [one class devoted to issues on Latinas/os and the law]	?	Every year	50	Michael Ariens (FT): ariensm@law.stmarytx.edu
	Constitutional Law (R) [one class devoted to issues on Latinas/os and the law]	?	Every year	65-85	Michael Ariens (FT): ariensm@law.stmarytx.edu
	PR (R) [amount of time devoted to issues on Latinas/os and the law varies]	?	Every year	80+	Michael Ariens (FT): ariensm@law.stmarytx.edu
	Evidence (R) [amount of time devoted to issues on Latinas/os and the law varies]	?	Every year	80+	Michael Ariens (FT): ariensm@law.stmarytx.edu
	Law and Literature (R)	?	Every year	10	Emily Hartigan (FT): hartigane@law.stmarytx.edu
	Jurisprudence: Gender and Law (R)	3	Every year	75+	Emily Hartigan (FT): hartigane@law.stmarytx.edu
	Gender and the Law (R) [2 classes devoted to issues on Latinas/os and the law]	?	Every year	15-25	Bonita Roberts (FT): robertsb@law.stmarytx.edu

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Samford University Cumberland School of Law Birmingham, AL	Race and American Law (R)	3	Every year	18	Raymond Johnson (NFT): ?
University of San Diego School of Law San Diego, CA	Critical Race Theory (R)	3	Every other year	20-40	Cynthia Lee (FT): clee@jacusd.edu
Santa Clara University School of Law Santa Clara, CA	Contemporary Legal Theory Seminar (R) East San Jose Community Law Center Clinical Seminar (R)	2-3 3 of 6	Every other year Every year	20 max. 20	Margalynne Armstrong (FT): marmstrong@scu.edu Cynthia Mertens (FT): cmertens@scu.edu
Seattle University School of Law Tacoma, WA	Race and the Law (R) [1 of 14 weeks devoted to issues on Latinas/os and the law]	3	Every year	20-40	Margaret Chon (FT): mchon@seattleu.edu
University of South Carolina School of Law Columbia, SC	Diversity and the Law (R) [5-10% of course devoted to issues on Latinas/os and the law]	3	Every year	25	Nakki Shutt (NFT): nekkishutt@bellsouth.com
University of Southern California Law Center Los Angeles, CA	Stereotypes and the Law (R) Law and Identity (R) [25% of course devoted to issues on Latinas/os and the law]	2 3	Every year Every year (New Course 2002)	? 13	Jody Armour (FT): jarmour@law.usc.edu David Cruz (FT): dcruz@law.usc.edu and Ariela Gross (FT): agross@law.usc.edu

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University of Southern California Law Center Los Angeles, CA (cont.)	Race and Gender (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	"Most years"	20	Ariela Gross (FT): agross@law.usc.edu
	Immigration (R)	3	Every year	?	Niels Frenzen (FT): nfrenzen@law.usc.edu
Southern Methodist University School of Law Dallas, TX	Civil Rights Seminar: Critical Race Theory (R)	3	Every year	20	Darren Hutchinson (FT): dhutchin@mail.smu.edu
	Employment Discrimination (R)	?	?	?	Jane Dolkart (FT): ?
	Equal Protection Seminar (R)	?	?	?	Darren Hutchinson (FT): dhutchin@mail.smu.edu
South Texas College of Law Houston, TX	Politics and Race (R)	2	Every other year	15	Shelby Moore (FT): smoore@stcl.edu
Southwestern University School of Law Los Angeles, CA	Race and American Legal Development (R)	2	Every year	None	Franklin Ferguson (FT): fferguson@swlaw.edu
	Race and Gender Issues in Criminal Justice (R)	2	New Course (2001)	None	Myrna Raeder (FT): mraeder@swlaw.edu
	Immigration Law (R)	2	Every year	None	Isabelle Gunning (FT): igunning@swlaw.edu
Stanford Law School Stanford, CA	Law, Local Policy and Social Groups (R)	3	Every other year	17	Richard Ford (FT): rford@leland.stanford.edu

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Stanford Law School Stanford, CA (cont.)	Critical Theory, Race Consciousness and the Law (R)	3	Every other year	9	Richard Banks (FT): rbanks@leland.stanford.edu and Richard Ford (FT): rford@leland.stanford.edu
	Regulating Race (R)	3	Every other year	17	Richard Banks (FT): rbanks@leland.stanford.edu
State University of New York-Buffalo School of Law Buffalo, NY	Critical Race Theory (R)	3	Every year	20	Athena Mutua (FT): admutua@acsu.buffalo.edu and Stephanie Phillips (FT): sphilips@acsu.buffalo.edu
	Power, Privilege and Law (R)	2	Every year	30	Athena Mutua (FT): admutua@acsu.buffalo.edu
Suffolk University Law School Boston, MA	NEGLECTED TO RESPOND TO SURVEY Equality and the Law (R)	3	?	?	Kate Nace Day (FT): kday@acad.suffolk.edu
	Race and the Law (R)	2	?	?	Cecil J. Hunt (FT): cjhunt45@hotmail.com
	Social Problems and Legal Theory (R)	2	?	?	Stephen C. Hicks (FT): shicks@acad.suffolk.edu
	Indigenous Peoples Rights and U. S. Law (R)	?	?	?	?

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Syracuse University College of Law Syracuse, NY	Civil Rights (R)	3	Every other year	23	Leslie Bender (FT): lbender@law.syr.edu
	Race and Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every other year	20	William M. Wiecek (FT): wmwiecek@law.syr.edu
Temple University School of Law Philadelphia, PA	NEGLECTED TO RESPOND TO SURVEY Women and the Law (R)	?	?	?	Sharon Harzenski (FT) : sharzens@vm.temple.edu
	Law and Sexual Orientation (R)	?	?	?	Elena Margolis (FT): emargoli@vm.temple.edu
	Advance Constitutional Law: Equal Protection (R)	?	?	?	Stephen Mikochik (FT): mikochik@astro.temple.edu
University of Tennessee College of Law Knoxville, TN	Discrimination (R) [15-20% of course devoted to issues on Latinas/os and the law]	3	"Every 2 years"	?	Fran Ansley (FT): ansley@utk.edu
	Community Development (R) [10-100% devoted to issues on Latinas/os and the law]	3	Every year	12	Fran Ansley (FT): ansley@utk.edu
	Community Legal Education (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	?	Fran Ansley (FT): ansley@utk.edu

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Texas Tech University School of Law Lubbock, TX	Race and Racism (R) [25% of course devoted to issue on <i>Latinas/os</i> and the law]	2	Every year	30	?
Touro College Law Center Huntington, NY	Racism and American Law (R)	2	Every year	15	Deborah Post (FT): deborahp@tourolaw.edu and Beverly McQuery Smith (FT): beverlym@tourolaw.edu
Tulane University School of Law New Orleans, LA	Contracts and Business Associations (R) Critical Race Theory (R)	6 3	Every year	60-75 18	Deborah Post (FT): deborahp@tourolaw.edu Robert Westley (FT): rwestley@law.tulane.edu
	Race Relations Seminar (R) [1 week of course devoted to issues on <i>Latinas/os</i> and the law]	3	Every other year	20	Kay Diamond (FT): rdiamond@law.tulane.edu
	Law and Literature (R)	3	"Varies"	20	Robert Westley (FT): rwestley@law.tulane.edu Pam Butler (NFT): butlepa@tuliasch.org
University of Tulsa College of Law Tulsa, OK	Seminar: Race, Racism and American Law (R)	2	Every year	15	
University of Utah College of Law Salt Lake City, UT	NEGLECTED TO RESPOND TO SURVEY Legal History of Sexual Regulation (R)	2	?	?	Martha Ertman (Visiting): mertman@mail.law.utu.edu
Valparaiso University School of Law Valparaiso, IN	Race Relations (R) [5% of course devoted to issues on <i>Latinas/os</i> and the law]	2	Every year	17	Richard Hatcher (NFT): richard.hatcher@valpo.edu

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Vanderbilt University School of Law Nashville, TN	Race and the Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	40-80	Robert Belton (FT): Robert.belton@vanderbilt.law.edu
	Latin America Legal Systems (R)	3	"Last offered 1997"	19	?
Vermont Law School South Royalton, VT	Civil Rights Litigation (R) [Minority discussion in general including Latinas/os]	3	Every other year	21	?
	International Human Rights (R) [Does not deal with race, race relations or discrimination, but does deal with Latin American issues]	3	Every other year	40	Pamela J. Stephens (FT): pstephen@vermontlaw.edu
	Comparative Law of Indigenous People (R)	3	Every other year	8-10	Bruce N. Duthu (FT): bduthu@vermontlaw.edu
	Indian Country Environmental Justice Clinic (R)	6	Every other year	6	Dean B. Suagee (NFT): dsuagee@vermontlaw.edu
	Lawyering (R) [4 classes devoted to issues on Latinas/os and the law]	3	Every year	97-102	Oliver R. Goodenough (FT): ogoodeno@vermontlaw.edu and Cheryl Hanna (FT): channa@vermontlaw.edu

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Vermont Law School South Royalton, VT (cont.)	Torts (R) [1 hour devoted to issues on Latinas/os and the law]	3	Every year	47	Tsemin Yang (FT): tyang@vermontlaw.edu
	Race and Law (R) [50% of course devoted to issues on Latinas/os and the law]	2	Every other year	10	Tsemin Yang (FT): tyang@vermontlaw.edu
	Environmental Justice (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every other year	20	Tsemin Yang (FT): tyang@vermontlaw.edu
Villanova University School of Law Villanova, PA	Feminist Legal Theory (R) [3 weeks of course devoted to issues on Latinas/os and the law]	3	Every year	60	Michelle Anderson (FT): anderson@law.villanova.edu
	Federal Tax Clinic (R) [15% of course devoted to issues on Latinas/os and the law]	4	Every year	10	Leslie Book (FT): book@law.villanova.edu
	Intersections of Identity and Law : Racial Profiling (R)	2	Every year	16	Frank Rudy Cooper (FT): cooper@law.villanova.edu
	Civil Justice Clinic (R) [10% of course devoted to issues on Latinas/os and the law]	6	Every year	8-10	Dveera Segal (FT): segal@law.villanova.edu

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Villanova University School of Law Villanova, PA (cont.)	Clinic for Asylum, Refugee and Immigrant Services (CARES) (R) [25% of course devoted to issues on Latinas/os and the law]	8	Every year	8	Michele Pistone (FT): pistone@law.villanova.edu
	Civil Rights Practice and Critique (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	60	Frank Rudy Cooper (FT): cooper@law.villanova.edu
Washburn University School of Law Topeka, KS	NEGLECTED TO RESPOND TO SURVEY Employment Discrimination (R)	?	?	?	?
	Feminist Legal Theory (R) Critical Race Theory (R) [approx. 4 weeks devoted to issues on Latinas/os and the law]	?	?	?	?
Washington and Lee University School of Law Lexington, VA	Radical Legal Thought (R) [approx. 1 hr. devoted to issues on Latinas/os and the law]	2	Every other year	13	Dorothy Brown (Visiting): brownnda@wlu.edu
University of Washington School of Law Seattle, WA	NEGLECTED TO RESPOND TO SURVEY Critical Perspectives on Law (R) Sex, Gender, Sexuality: Law & Theory (R)	2	?	"None this year"	?
		3	?	?	Lou Wolcher (?): wolcher@u.washington.edu
		4	?	?	Pat Novotny (?): ?

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Washington University School of Law St. Louis, MO	Race Relations Law (R)	3	Every year	45	Christopher Bracey (FT): bracey@wulaw.wustl.edu
	Nontraditional Perspectives (R)	3	Every year	50	Barbara Flagg (FT): flagg@wulaw.wustl.edu
	Employment Discrimination (R)	3	Every other year	60	Neil Bernstein (FT): bernstein@wulaw.wustl.edu and Karen Tokarz (FT): tokarz@wulaw.wustl.edu
	Civil Rights and Community Justice Clinic (R)	6	Every year	8	Karen Tokarz (FT): tokarz@wulaw.wustl.edu
	Immigration Law (R)	3	Every other year	55	Stephen Legomsky (FT): legomsky@wulaw.wustl.edu
Wayne State University Law School Detroit, MI	Race and the Law (R) [15-20% of course devoted to issues on Latinas/os and the law]	3	Every year	26	Zanita Fenton (FT): z.fenton@wayne.edu
West Virginia University College of Law Morgantown, WV	Constitutional Law 2-Equal Protection (R) [5% of course devoted to issues on Latinas/os and the law]	3	Every year	30	Robert Bastres (FT): robert.bastres@mail.wvu.edu
	Environmental Justices (R) [20% of course devoted to issues on Latinas/os and the law]	2	"Varies"	15	Patrick McGinley (FT): patrick.mcginley@mail.wvu.edu

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West Virginia University College of Law Morgantown, WV (cont.)	Immigration Law Clinic (R)	4	Every year	8	James Friedberg (FT): james.friedberg@mail.wvu.edu
	Immigration (R) [30% of course devoted to issues on Latinas/os and the law]	3	Every year	20	James Friedberg (FT): james.friedberg@mail.wvu.edu
	Civil Rights (R) [30% of course devoted to issues on Latinas/os and the law]	2	Every year	15	Frank Cleckley (FT): franklin.cleckley@mail.wvu.edu
	Employment Discrimination (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	35-40	Robert Bastress (FT): robert.bastress@mail.wvu.edu
	Race, Racism and the Law (R) [30% of course devoted to issues on Latinas/os and the law]	2	Every year	15-20	Judy Scully (FT): judith.scully@mail.wvu.edu
	Gender and Law (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every year	15-20	Joyce McConnell (FT): jimcconne@wvu.edu
	International Human Rights (R)	3	Every other year	40	James Friedberg (FT): james.friedberg@mail.wvu.edu

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Western New England College School of Law Springfield, MA	Critical Race Theory (R) <i>[35%-40% of course devoted to issues on Latinas/os and the law]</i>	2	Every year	10	Tuesday Cooper (NFT): tcooper@law.wnec.edu
Whittier Law School Los Angeles, CA	NEGLECTED TO RESPOND TO SURVEY Contemporary Social Problems (R)	?	?	?	?
Widener University School of Law Wilmington, DE	Seminar: Race, Gender and Sports (R)	2	New Course (Spring 2002)	?	Robert Hayman (FT): robert.hayman.jr@law.widener.edu
Willamette University College of Law Salem, OR	Civil Rights Litigation (R)	3	Every year	22	Gilbert P. Carrasco (FT): carrasco@willamette.edu
College of William and Mary, Marshall-Wythe School of Law Williamsburg, VA	DECLINED TO PARTICIPATE Law and Social Justice (R)	3	?	?	?
University of Wisconsin Law School Madison, WI	Immigration Law (R)	3	Every year	8-25	Bernard Trujillo (FT): brtrujil@facstaff.wisc.edu
Yale Law School New Haven, CT	"NONE" Anti-Discrimination Law (R)	"NONE" 3	"NONE" ?	"NONE"	"NONE" Drew Days III (FT): drew.days@yale.edu
	Feminism and Economic Justice (R)	4	?	?	S. Bright (Visiting): ?

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Yale Law School New Haven, CT (<i>cont.</i>)	Criminal Punishment: Race Poverty and Disadvantage (R) Justice and the Rule of Law Seminar (R)	3 2	? ?		Anne L. Alstott (FT): anne.alstott@yale.edu ?
Yeshiva University Cardozo School of Law New York, NY	Theorizing Sex, Gender and Sexuality (R) Race, Racism and the Law (R)	3-4 2	? Every year	? ?	Kenji Yoshino (FT): kenji.yoshino@yale.edu "Varies"

TABLE 5: COMBINED OVERALL RESULTS—2000 AND 2001

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NAME OF LAW SCHOOL	TITLE OF COURSE [PRIMARY (P) OR RELATED (R)] ¹	CREDITS GRANTED	SCHEDULING CYCLE	ENROLLMENT ²	FACULTY NAME AND STATUS [FULL-TIME OR NON-FULL TIME] ³
University of Akron C. Blake McDowell Law Center Akron, OH	Feminist and Race Theory (R)	3	Every year	25	Brant Lee (FT): btleee@uakron.edu
	Feminist and Race Theory and the Law (R) ⁴	3	Every year	18	Brant Lee (FT): btleee@uakron.edu and Elizabeth Reilly (FT): reilly@uakron.edu
The University of Alabama School of Law Tuscaloosa, AL	Racism and the Law (R)	3	Every year	25-30	Bryan Fair (FT): bfair@law.ua.edu
	Comparative Law: Latin America in the US (P)	3	"Randomly"	10-20	Martha Morgan (FT): mmorgan@law.ua.edu

1. The designation of a course as "Primary" (or "P") means that the course is principally or primarily focused on "Latinas/os and the Law" whereas the designation of a course as "Related" (or "R") means that the course is of a more general nature -- such as courses on race or on immigration -- but that it indirectly or partially provides some coverage of issues deemed socially germane to Latinas/os communities qua Latina/o communities.

2. This enrollment figure represents the number of students in the course during the last time it was offered -- regardless of whether the last course offering was several years ago or a more recent time.

3. The description of "status" refers to whether or not the teacher of the course is a full-time, regular (tenured or tenure track) member of the law faculty (or "FT") -- a detail that can correlate to the longer-term sustainability and availability of these kinds of courses as part of the formal law school curriculum.

4. "?" = Information not provided.

5. Information in *Course* New type indicates results from a survey conducted in the year 2000; the other information derives from the 2001 Survey.

6. Information in **Arial Rounded** indicates that the data was retrieved via other sources and not from the response provided by the university, as they either declined participation or neglected to respond either of this project's questionnaires, or to the follow up queries via telephone and fax.

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Albany Law School Union University Albany, NY	Corporate Perspective on Race and Law (R)	3	New Course (Spring 2002)	? ⁴	Penelope Andrews (Visiting): ?
American University Washington College of Law Washington, DC	Race, Crime and Politics (R)	2	Every year	24	Angela Davis (FT): angelad@wcl.american.edu
	Contemporary Problems in Anti-Discrimination Law: Race and Gender Discrimination (R)	2	"Not offered recently"	5-8	Claudia Withers (NFT): ? or Judith Winston (FT): jwinston@wcl.american.edu
	Advanced Constitutional Law: Equal Protection (R) <i>[1 hour devoted to issues on Latinas/os and the law]</i>	2-3	New Course (2001)	10	Judith Winston (FT): jwinston@wcl.american.edu
	Gender, Race and Ethnicity in International Human Rights (R)	1	Every year	3-5	Celina Romany (NFT): cromany@wcl.american.edu and Claudia Martin (NFT): cmartin@wcl.american.edu
	Gender, Cultural Difference, and International Human Rights (R)	2-3	Every year	8-10	Elizabeth Bruch (NFT): ebruch@wcl.american.edu

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American University Washington College of Law Washington, DC (cont.)	International Protection of Refugees and Displaced Persons (R)	2	Every year	5-8	Theresa Wallbaum (NFT): ?
	Advanced Human Rights (R)	3	Every year	8-10	Robert Goldman (FT): rgoldman@wcl.american.edu
	Advanced Issues in Immigration Law: Policy, Enforcement and Review (R)	3	Every year	5-8	Lory Rosenberg (NFT): lrosenberg@wcl.american.edu
	Temas Especiales en Derecho Internacional (P) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	8-10	Diego Rodriguez-Pinzon (NFT): d.rodri@wcl. american.edu
	Litigating Reparation for African-Americans (R)	2	Every year	3-5	Adjoa Aiyetoro (NFT): aaiyetoro@wcl.american.edu
	Human Rights (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	25	Diego Rodriguez-Pinzon (NFT): d.rodri@wcl. american.edu and Claudia Martin (NFT): cmartin@wcl.american.edu
	Immigration and Naturalization Law (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	60-90	Leti Volpp (FT): lvolpp@wcl.american.edu

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American University Washington College of Law Washington, DC (cont.)	Employment Discrimination (R)	3	Every year	10-15	Catherine Ventrell-Monsees (NFT): ?
	Education Law (R)	?	Every year	8-10	Judith Winston (FT): jwinston@wcl.american.edu
	Human Rights in Comparative Criminal Procedure (R)	2	Every year	5-8	Richard Wilson (FT): rwilson@wcl.american.edu
	International Protection of Human Rights (R) [30% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	12-15	Diego Rodriguez-Pinzon (NFT): d.rodrig@wcl. american.edu
	Inter-American Human Rights Law (P) [100% of course devoted to issues of <i>Latinas/os and the law</i>]	2	Every year	10-15	Diego Rodriguez-Pinzon (NFT): d.rodrig@wcl. american.edu
	Asian Pacific Americans and the Law (R)	3	Every year	8-15	Leti Volpp (FT): lvolpp@wcl.american.edu
University of Arizona College of Law Tucson, AZ	NEGLECTED TO RESPOND TO SURVEY Gender and the Law⁶ (R)	?	?	?	Obiora Hershey (?): ?

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University of Arizona College of Law Tucson, AZ (cont.)	Globalization and Preservation (Transformation) of Culture (R)	?	?	?	?
Arizona State University College of Law Tempe, AZ	Critical Race Theory (R)	2 - 3	"Intermittently"	"Varies"	"Varies"
University of Arkansas- Fayetteville Leflar Law Center Fayetteville, AR	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
University of Arkansas- Little Rock School of Law Little Rock, AR	"NONE" Gender and the Law (R) Race and Criminal Justice Systems⁶ (R)	"NONE" 2 2	"NONE" ? ?	"NONE" ? ?	"NONE" Theresa Beiner (?) tbeiner@ualr.edu ?
University of Baltimore School of Law Baltimore, MD	NEGLECTED TO RESPOND TO SURVEY Gender & the Law Seminar (R) Contemporary Legal Issues: Perspectives on Sexual Orientation & the Law (R) Race & the Law (R)	3 3 3	? ? ?	? ? ?	? ? F. Michael Higginbotham (FT): higginbotham@ubmail.ubalt.edu

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University of Baltimore School of Law Baltimore, MD (cont.)	Law & Social Reform Seminar (R)	3	?	?	?
Baylor University School of Law Waco, TX	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Boston College Law School Newton, MA	Immigration Law (R)	?	Every year	?	Daniel Kanstroom (FT): daniel.kanstroom@bc.edu
	Postmodern Legal Theory (R)	?	Every year	?	Anthony Farley (FT): farley@bc.edu
Boston University School of Law Boston, MA	Race, Nation, and the Development of American Law (R) [1 of 13 weeks devoted to issues on <i>Latinas/os and the law</i>]	4	Every year	27	David Lyons (FT): dbl@bu.edu
	Law, Work, and Poverty Seminar (R)	3	New Course (2001)	13	Maria Hylton (FT): mhylton@bu.edu
	Comparative Refugee and Asylum Law Seminar (R) [20% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	18	Susan Akram (FT): sakram@GBLS.org
	Housing Law (R)	3	Every year	8	Judge Jeffrey Winik (NFT): ?

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Brigham Young University, J. Reuben Clark Law School Provo, UT	Race Relations and Law (R)	3	Every year	9	Cheryl Preston (FT): prestone@byu.edu
Brooklyn Law School Brooklyn, NY	DECLINED TO PARTICIPATE Race Relations and the Constitution (R)	2	"Not taught in one year"	?	?
	Race, Ethnicity and the Law (R)	2	?	?	?
University of California- Berkeley School of Law Berkeley, CA	Race and American Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	50	Ian Haney-Lopez (FT): ian.haneylopez@law. berkeley.edu and Angela Harris (FT): aharris@law.berkeley.edu
	Critical Race Theory (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every year	15	Ian Haney-Lopez (FT): ian.haneylopez@law. berkeley.edu and Angela Harris (FT): aharris@law.berkeley.edu
	Constitutional Rights of Immigrants (R)	?	Every year	?	Lucas Guttentag (NFT): ?
University of California- Davis School of Law Davis, CA	Latinas/os and the Law (P)	2	New Course (2001)	26	Kevin Johnson (FT): krjohnson@ucdavis.edu
	Race and the Law (R) [25% of course devoted to issues on Latinas/os and the law]	2	"Sporadical ly"	12	Thomas Joo (FT): twjoo@ucdavis.edu

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University of California-Davis School of Law Davis, CA (cont.)	Immigration Law (R)	3	Every year	?	Jim Smith (FT): jsmith@ucdavis.edu
	Human Rights (R)	3	Every other year	?	Diane Amann (FT): damann@ucdavis.edu
	Employment Discrimination (R)	3	Every year	?	Martha West (FT): mwest@ucdavis.edu
	Civil Rights (R)	4	Every year	?	Margaret Johns (FT): mzjohns@ucdavis.edu
	Civil Rights Commission Seminar (R)	2	?	?	Cruz Reynoso (FT): creynoso@ucdavis.edu
	Refugee Law (R)	?	?	"Sporadical ly"	Kevin Johnson (FT): krjohnson@ucdavis.edu
University of California-Hastings College of the Law San Francisco, CA	Education Law (R)	2	?	?	Arturo Gandara (FT): agandara@ucdavis.edu
	Critical Race Theory Seminar (R) [2 of 14 sessions devoted exclusively to issues on Latinas/os and the law]	2	Every year	12-20	Keith Wingate (FT): wingatek@uchastings.edu
	Latinas/os and the Law (P)	3	Every other year (New Course 2000)	15-20	Laura Gomez (FT): gomez@law.ucla.edu
University of California-School of Law Los Angeles, CA					

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University of California- Los Angeles School of Law Los Angeles, CA (cont.)	Critical Race Theory (R) <i>[1/8 of course devoted to issues on Latinas/os and the law]</i>	3 - 4	Every year	25-35	Devon Carbado (FT): carbado@law.ucla.edu and Kimberle Crenshaw (FT): crenshaw@law.ucla.edu and Cheryl Harris (FT): harris@law.ucla.edu
	Comparative Racialization and the American Legal System (R)	3	Every other year	25	Laura Gomez (FT): gomez@law.ucla.edu
	Immigration Law (R)	24	Every other year	30-40	Khaled Medhat About El Fadl (FT): aboutelfa@law.ucla.edu
	Law and Society (R)	4	Every year	15	Laura Gomez (FT): gomez@law.ucla.edu
	Constitutional Procedure (R)	4	Every semester	90	Devon Carbado (FT): carbado@mail.law.ucla.edu
	Civil Rights (R)	4	Every year	55	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu and Cheryl Harris (FT): harris@law.ucla.edu
	Race and Gender (R)	3	Every year	30-40	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu

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University of California-Los Angeles School of Law Los Angeles, CA (cont.)	Race, Law and Representation (R) Employment Discrimination (R) Federal Indian Law (R) Tribal Law (R) Asian American Jurisprudence (R) Law and Terrorism (R)	3 4 4 3 3 3	"New Course" Every year Every other year Every other year Every other year Every other year	15 30-40 9 8 20-30 46	Kimberle Crenshaw (FT): crenshaw@law.ucla.edu Cheryl Harris (FT): harris@law.ucla.edu Carole Goldberg (FT): Goldberg@law.ucla.edu Carole Goldberg (FT): Goldberg@law.ucla.edu Jerry Kang (FT): kang@law.ucla.edu Khaled Abou El Fadl (FT): abouelfadl@law.ucla.edu Gloria Sandrino (FT): gsandrino@cwsl.edu
California Western School of Law San Diego, CA	Latinas/os and the Law (P)	2	Every other year (New Course)	7	Floyd Weatherspoon (FT): fweatherspoon@law.capital.edu
Capital University Law School Columbus, OH	African American Males and the Law (R) Gender Bias (R)	2 2	Every year Every year	20 20	Shirley Mays (FT): smays@law.capital.edu
Case Western Reserve University Law School Cleveland, OH	"NONE" Courts, Public Policy & Social Change (R)	"NONE" 7	"NONE" ?	"NONE" ?	"NONE" ?

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Case Western Reserve University Law School Cleveland, OH (cont.)	Black Lawyers in America (R) Poverty, Social Inequality and the Law (R)	? ?	"Occasional ly" ?	? ?	Robert Strassfeld (?): rns3@po.cwru.edu ?
Catholic University of America School of Law Washington, DC	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Chicago-Kent College of Law, Illinois Institute of Technology Chicago, IL	Race and the Law Seminar (R) [20-30% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	18	Luis Fuentes-Rohwer (NFT): lfuentes@kentlaw.edu
University of Chicago Law School Chicago, IL	Racism and the Law (R) Poverty and the Law (R) American Law and Rhetoric of Race (R) Race and Criminal Justice (R)	3 3 3 3	Every year Every year Every year Every other year	"Varies" "Varies" "Large" "Varies"	Barah Obama (Visiting): ? Tracey Meares (FT): ? Dennis Hutchinson (FT): dhutchinson@uchicago.edu Richard Stone (FT): rstone@uchicago.edu and S. Schilnofer (FT): sschilnofer@uchicago.edu

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University of Cincinnati College of Law Cincinnati, OH	Remediating Race Discrimination (R) <i>[20% of course devoted to issues on Latinas/os and the law]</i>	2	Every other year	12-15	Wendy Parker (FT): wendy.parker@uc.edu
	Civil Rights (R) <i>[20% of course devoted to issues on Latinas/os and the law]</i>	3	Every other year	25	Wendy Parker (FT): wendy.parker@uc.edu
Cleveland State University Cleveland-Marshall College of Law Cleveland, OH	Race, Racism and the Law (R)	2	Every other year	25	Kunal Parker (FT): kunal.parker@law.csuohio.edu and Tayyab Mahmud (FT): tayyab.mahmud@law.csuohio.edu
	Civil Rights Seminar (R)	2	Every other year	25	Tayyab Mahmud (FT): tayyab.mahmud@law.csuohio.edu
	Immigration and Nationality Law Seminar (R)	?	Every year	25	Lolita Buckner Inniss (FT): lolita.inniss@law.csuohio.edu
	Women in the Criminal Justice System (R)	?	?	25	Lolita Buckner Inniss (FT): lolita.inniss@law.csuohio.edu
University of Colorado School of Law Boulder, CO	Seminar: Race, Racism and American Law (R)	2	"Most Years"	12-15	Richard Delgado (FT): rdelgado@colorado.edu
	U.S. Races and Justice Systems (R)	2-3	New Course (2001-2002)	43	Richard Delgado (FT): rdelgado@colorado.edu

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Columbia University School of Law New York, NY	Seminar: Race and Poverty Law (R)	2	Every other year	18	Theodore Shaw (NFT): ?
	Critical Race Theory (R)	2	Every other year	18	Kendall Thomas (FT): kthomas@law.columbia.edu
	Equality in Multicultural Societies (R)	2	Every year	18	Eyal Benvenisti (Visiting): ebenve@law.columbia.edu
	Rights of Minority Groups (R)	3	Every other year	24	Eyal Benvenisti (Visiting): ebenve@law.columbia.edu
University of Connecticut School of Law Hartford, CT	Comparative Law: Latin American Law (P)	3	Every other year	12	Angel Oquendo (FT): aoquendo@law.uconn.edu
	Civil and Political Rights (R) [20% of course devoted to issue on <i>Latinas/os and the Law</i>]	3	Every year	30	Robin Berner (FT): oberner@law.uconn.edu
Cornell Law School Ithaca, NY	Law, Language and Ethnic and Racial Identity (R)	2	New Course (2002)	?	Vilma Santiago-Irizarry (FT): vsirizarry@postoffice.law.cornell.edu
Creighton University School of Law Omaha, NE	Employment Discrimination (R)	?	Every year	?	?
	Civil Rights (R)	?	Every year	?	?
Cumberland School of Law, Samford University Birmingham, AL	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"

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University of Dayton School of Law Dayton, OH	Race and Racism in America (R) [<i>1 week devoted to issues on Latinas/os and the law</i>]	2	Every other year	12-20	Vernellia Randall (FT): vernellia.randall@notes.udayton.edu
University of Denver College of Law Denver, CO	Race and the Law (R) Gender and the Law (R)	? 3	? Every year	? 20	Roberto Corrada (FT): rcorrada@mail.law.du.edu Nancy Ehrenreich (FT): nehrenre@mail.law.du.edu
DePaul University College of Law Chicago, IL	Critical Race Theory Seminar (R) Race, Racism and U.S. Law (R) Civil Rights (R)	3 3 3	Every other year Every other year Every other year	11 19 14	Sumi Cho (FT): scho@condor.depaul.edu Sumi Cho (FT): scho@condor.depaul.edu Susan Bandes (FT): sbandes@condor.depaul.edu
University of Detroit Mercy School of Law Detroit, MI	Race and Criminal Justice System Seminar (R) Civil Rights (R)	3 3	New Course (2001) "Occasionally"	18 max. ?	Randy Stone (Visiting): ? ?
Detroit College of Law Detroit, MI	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Drake University School of Law Des Moines, IA	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"

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Duke University School of Law Durham, NC	Critical Race Theory (R)	2	Every year	?	Jerome Culp (FT): cup@law.duke.edu
	Employment Discrimination (R)	3	Every year	?	Trina Jones (FT): tjones@law.duke.edu and Jerome Culp (FT): cup@law.duke.edu
	Employment Discrimination: Advanced Topics (R)	2	"Occasional ly"	?	James Coleman (FT): jcoleman@law.duke.edu
	Race and the Law(R)	2	"Occasional ly"	?	Trina Jones (FT): tjones@law.duke.edu
	Poverty Law(R)	3	Every year	?	Carol Spruill (FT): spruill@law.duke.edu
Duquesne University School of Law Pittsburgh, PA	DECLINED TO PARTICIPATE				
Emory University School of Law Atlanta, GA	Seminar: Slavery and Anti-Slavery (R)	3	Every year	16	Kathleen Neal Cleaver (?): kcleaver@law.emory.edu
University of Florida College of Law Gainesville, FL	Race and Race Relations (R) [2-3 weeks devoted to issue on Latinas/os and the law]	3	Every year	85	Juan F. Perea (FT): perea@law.ufl.edu

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University of Florida College of Law Gainesville, FL (cont.)	Race, Conquest and History Seminar (R) [2 weeks devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	12-15	Juan F. Perea (FT): perea@law.ufl.edu
Florida State University College of Law Tallahassee, FL	Legal Spanish (P)	1-2	Every year	7-14	Jessica Enciso Varrn (?): jvarrn@law.fsu.edu
Fordham University School of Law New York, NY	Anti-Discrimination Law (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	90	Sheila Foster (Visiting): sfoster@law.fordham.edu
George Mason University School of Law Arlington, VA	Discrimination in Employment (R)	2-3	Every year	15-30	Herald Louis (Visiting): ?
Georgetown University Law Center Washington, DC	Constitutional Law: Critical Race Perspectives Seminar (R)	3	Every year	22	Charles Lawrence (FT): lawrence@law.georgetown.edu
	African American Critical Thought Seminar (R)	3	Every year	22	Anthony Cook (FT): cook@law.georgetown.edu
	Asian Americans and Legal Ideology Seminar (R)	3	Every year	22	Mari Matsuda (FT): matsuda@law.georgetown.edu
George Washington University National Law Center Washington, DC	Race, Racism and the Law (R)	3	Every year	70	Paul Butler (FT): pbutler@main.nlc.gwu.edu
	Law of Race and Slavery (R)	3	Every year	25	Robert Cottrol (FT): bcottrol@main.nlc.gwu.edu

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Georgia State University College of Law Atlanta, GA	NEGLECTED TO RESPOND TO SURVEY Race Ethnicity & the Law (R)	2-3	?	?	Natsu Taylor Saito (FT) nsaito@gsu.edu
University of Georgia School of Law Athens, GA	Sexual Identity and the Law (R) Race and the Law (R)	?	?	?	?
Golden Gate University School of Law San Francisco, CA	Race and Racism Seminar (R)	2	New Course (Spring 2002)	?	Milner Ball (FT): mball@arches.uga.edu
Gonzaga University School of Law Spokane, WA	Employment Discrimination Law (R)	3	Every year	15-20	Sheila Thomas (NFT): ? and Sonia Hill (NFT): ?
Hamline University School of Law St. Paul, MN	NEGLECTED TO RESPOND TO SURVEY				David Oppenheimer (FT): dbo@ggu.edu
Harvard University Law School Cambridge, MA	DECLINED TO PARTICIPATE Seminar: Critical Perspectives on the Law Issues of Race, Gender (R)	?	?	?	Lani Guinier (FT): lguinier@law.harvard.edu
Hamline University School of Law St. Paul, MN	Seminar: Race and the Law (R)	3	Every year	16 max.	Robin Magee (FT): rmagee@gw.hamline.edu

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Harvard University Law School Cambridge, MA (cont.)	Sex, Gender & Human Rights (R) Lawyering for Social Justice in Theatres of Power (R)	?	?	?	?
University of Hawaii School of Law Honolulu, HI	Asian Americans and Racial Jurisprudence (R) Race, Culture and Law (R)	?	?	?	Lani Guinier (FT): lguinier@law.harvard.edu
Hofstra University School of Law Long Island, NY	Law and Race (R) Immigration Law(R)	2	Every year	20 max.	Eric Yamamoto (FT): eric@hawaii.edu
University of Houston Law Center Houston, TX	Race and the Law (R)	3	Every other year	18-30	Cheryl Wade (FT): lawczw@hofstra.edu
Howard University School of Law Washington, DC	Race, Law and Change (R) International Law of Human Rights (R) Equal Employment Law (R)	3	Every year	15	Peter Spiro (FT): lawpjs@hofstra.edu
		3	Every year	15	Ron Turner (FT): rturner@uh.edu
		3	Every year	15	Henry Jones (FT): bjones@law.howard.edu
		3	Every year	15	Steven Jamar (FT): sjamar@law.howard.edu
		3	Every year	15	e. christi cunningham (FT): ccunningham@law.howard. edu

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Howard University School of Law Washington, DC (cont.)	Racial Disparity in the Criminal Justice System (R)	3	Every year	20	Nkechi Taifa (FT): ntaifa@law.howard.edu
	Critical Race Theory (R)	3	Every year	15	Michelle Jacobs (FT): mjacobs@law.howard.edu
	Civil Rights Planning (R)	2	Every year	15	Harold McDougall (?): hmcdougall@law.howard.edu
	Criminal Justice Clinic (R)	6	Every year	16	Michelle Jacobs (FT): mjacobs@law.howard.edu and Aminata Ipyana (FT): aipyana@law.howard.edu
	Comparative Human Rights (R)	3	Every year	?	e. christi cunningham (FT): ccunningham@law.howard.edu
University of Idaho College of Law Moscow, ID	Legal Aid Clinic (R)	3-5	Every year	8-10	Monica Schurttman (FT): monicas@uidaho.edu
University of Illinois College of Law Champaign, IL	Latinas/os and the Law (P)	3	Every year	14	Daria Roithmayr (FT): droithma@law.uiuc.edu
Indiana University-Bloomington School of Law Bloomington, IN	Race, American Society and Law (R)	3	Every year	10-15	Kevin D. Brown (FT): kevinbrown@law.indiana.edu

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Indiana University-Indianapolis School of Law Indianapolis, IN	Immigration Law (R)	3	"Not taught in the past 2 years"	75	"Currently seeking to hire someone for next year"
University of Iowa College of Law Iowa City, IA	Critical Race Theory (R) [10% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	30-40	Adrien K. Wing (FT): adrien-wing@uiowa.edu
University of Kansas School of Law Lawrence, KS	Race Discrimination (R)	3	Every year	10-20	Reginald Robinson (Visiting): rrobinson@ku.edu
University of Kentucky College of Law Lexington, KY	NEGLECTED TO RESPOND TO SURVEY Gender Discrimination (R)	?	?	?	Candyn Bratt (FT): ?
Lewis and Clark Northwestern School of Law Portland, OR	Anti-Discrimination Topics Seminar (R) Racism and Law (R) [10-15% of course devoted to issues on <i>Latinas/os and the law</i>]	?	?	?	Roberta Harding (FT): rharding@pop.uky.edu Melvin Oden-Orr (NFT): ? and Adrienne Nelson (NFT): nelsona@bennethartman.com
Louisiana State University Law Center Baton Rouge, LA	Seminar in Higher Education Desegregation (R)	2	Every other year	20	Greg Vincent (FT): gvincent@lsu.edu
University of Louisville School of Law Louisville, KY	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"

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Loyola University- Chicago, School of Law Chicago, IL	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Loyola University-New Orleans, School of Law New Orleans, LA	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Loyola Law School Los Angeles, CA	Latinas, Latinos and the Law (P) Race, Gender American Law (R) [25% of course devoted to issues on Latinas/os and the law] Asian Americans and the Law (R) [1 of 14 classes devoted to issue on Latinas/os and the law]	2 2 2-3	Every year Every year (New Course 2000) Every year	12-20 10-35 15-20	Robert Chang (FT): robert.chang@lls.edu Sean Scott (FT): sean.scott@lls.edu or Robert Chang (FT): robert.chang@lls.edu Robert Chang (FT): robert.chang@lls.edu
University of Maine School of Law Portland, ME	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
McGeorge School of Law, University of the Pacific Sacramento, CA	Critical Race Theory (R) Federal Anti-Discrimination Legislation (R)	2 3	"Almost every year" Every year	15 "Varies"	Brian Landsberg(FT): blandsberg@uop.edu Brian Landsberg(FT): blandsberg@uop.edu

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Marquette University Law School Milwaukee, WI	Immigration Law (R)	3	Every year	25-35	Edward Fallone (FT): ed.fallone@marquette.edu
	Employment Discrimination (R)	3	Every year	35-50	Phoebe Williams (FT): phoebe.williams@marquette.edu
John Marshall Law School Chicago, IL	Law and Diversity (R)	3	Every year	10-12	Ivette Barksbale (FT): 7barksbale@jmls.edu
University of Maryland School of Law Baltimore, MD	Race and the Law: The Maryland Experience (R)	3	Every year	15 max.	Larry Gibson (FT): lgibson@law.umaryland.edu
	South Africa: Race and the Law (R)	2	Every year	15 max.	Penelope Anderson (NFT): ?
	Jurisprudence Seminar: Emerging Trends in Equality Jurisprudence (R)	3	Every year	15 max.	Barbara Bezdek (FT): bbezdek@law.umaryland.edu
Mercer University Law School Macon, GA	DECLINED TO PARTICIPATE Race, Racism and American Law (R)	3	Every year	?	?
	Theories in Feminist Jurisdiction (R)	2	?	?	?
University of Memphis Cecil C. Humphreys School of Law Memphis, TN	Civil Rights (R)	3	Every year	15-30	Barbara Kritchevsky Bkrtchvs@memphis.edu
University of Miami School of Law Coral Gables, FL	Races, Ethnicities and the Law Seminar (R)	2	Every year	15	Francisco Valdes (FT): fvaldes@law.miami.edu

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University of Michigan Law School Ann Arbor, MI	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Michigan State University School of Law East Lansing, MI	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
University of Minnesota Law School Minneapolis, MN	Elimination of Bias (R)	2	Every year	?	?
University of Mississippi School of Law University, MS	Political Civil Rights	3	Every year	20	"Visiting Professor"
Mississippi College School of Law Jackson, MS	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
University of Missouri- Columbia School of Law Columbia, MO	Race, Gender, Sexual Orientation and the Law (R) [10-20% of course devoted to issues on Latinas/os and the law]	2	Every year	12-15	Sylvia Lazos (FT): lazoss@missouri.edu
University of Missouri- Kansas City School of Law Kansas City, MO	Gender and the Law (R)	3	Every year	25	Christina Wells (FT): wells@missouri.edu
University of Missouri- Kansas City School of Law Kansas City, MO	Jurisprudence (R) [5% of course devoted to issues on Latinas/os and the law]	2	Every year	20	Nancy Levit (FT): levitin@umkc.edu

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University of Missouri-Kansas City School of Law Kansas City, MO (cont.)	Gender and Justice (R) [5% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	20	Nancy Levit (FT): levitn@umkc.edu
William Mitchell College of Law St. Paul, MN	Race and Law (R)	2	Every year	25	Michael K. Jordan (FT): mjordan@wmitchell.edu and Michael Steenson (NFT): msteenson@wmitchell.edu
University of Montana School of Law Missoula, MT	Immigration Clinic (R) "NONE"	2	Every year "NONE"	4-6 "NONE"	? "NONE"
University of Nebraska College of Law Lincoln, NE	Legal Control of Discrimination (R) [50% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	20-75	Steven Willborn (FT) swillborn1@unl.edu
New England School of Law Boston, MA	Race and the Law (R)	2	Every year	20 max.	Cynthia G. Hawkins-Leon (FT): CGHLeon@faculty.nesl.edu
University of New Mexico School of Law Albuquerque, NM	NEGLECTED TO RESPOND TO SURVEY Lawyerling for Social Change (R) Race, Racism and the Law (R)	? ?	? ?	? ?	Margaret Montoya (FT): montoya@law.unm.edu ?

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New York Law School New York, NY	American Slavery and the Law (R)	2	?	2	Annette Gordon-Reed (FT): Agordon@nyls.edu
	Blacks and the American Law (R)	2	?	?	Jacqueline Berrien (NFT): ?
	Race: Historical and Legal Investigation of Anti-Discrimination Principles (R) [1 class devoted to issues on <i>Latinas/os and the law</i>]	3	"Varies"	22	Denise Morgan (FT): dmorgan@nyls.edu
	Race and Poverty Law Constitutional Dimensions (R)	2	?	5	Dennis Parker (NFT): ?
New York University School of Law New York, NY	Race, Poverty and Criminal Justice (R)	2	Every year	?	Bryan Stevenson (FT): stevensonb@juris.law.nyu.edu
	Race and Legal Scholarship (R)	3-4	Every year	?	Paulette Caldwell (FT): caldwell@juris.law.nyu.edu
	Race and the Law: U.S. and South Africa (R)	3	Every year	?	F. Michael Higginbotham (NFT): higginbotham@juris.law.nyu.edu
	Race, Values and the American Legal Process (R)	3	Every year	?	F. Michael Higginbotham (NFT): higginbotham@juris.law.nyu.edu

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University of North Carolina School of Law Chapel Hill, NC	Critical Race Theory (R) [40% of course devoted to issues on Latinas/os and the law]	3	Every year	16	John Calmore (FT): jcalmore@email.unc.edu
	Antidiscrimination Law (R) [35% of course devoted to issues on Latinas/os and the law]	3	Every year	41	John Calmore (FT): jcalmore@email.unc.edu
	Employment Discrimination (R) [33% of course devoted to issues on Latinas/os and the law]	3	Every year	43	Glenn George (FT): ggeorge@email.unc.edu and Ann Hubbard (FT): hubbardI@email.unc.edu
	Employment Law (R) [5% of course devoted to issues on Latinas/os and the law]	3	Every year	88	Glenn George (FT): ggeorge@email.unc.edu
	Civil Lawyering Process (R) [25% of course devoted to issues on Latinas/os and the law]	3	Every year	18	Alice Ratliff (FT): aaratliff@email.unc.edu and Deborah Weissman (FT): weissman@email.unc.edu
	Civil Clinic (R) [15-50% of course devoted to issues on Latinas/os and the law]	5 (2 semesters)	Every year	18	Alice Ratliff (FT): aaratliff@email.unc.edu and Deborah Weissman (FT): weissman@email.unc.edu

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University of North Carolina School of Law Chapel Hill, NC (cont.)	Domestic Violence Law (R) [25% of course devoted to issues on Latinas/os and the law]	3	Every year	26	Deborah Weissman (FT): weissman@email.unc.edu
	Disability Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	11	Ann Hubbard (FT): hubbard1@email.unc.edu
	Criminal Adjudication (R) [5% of course devoted to issues on Latinas/os and the law]	3	Every year	39	Eric Muller (FT): emuller@email.unc.edu
	Constitutional Law (R) [5% of course devoted to issues on Latinas/os and the law]	4	Every year	231	John Boger (FT): cboger@email.unc.edu and William Marshall (FT): wpmarsha@email.unc.edu and Eric Muller (FT): emuller@email.unc.edu and Gene Nichol (FT): gnichol@email.edu
	Race, Class and Gender (R) [25% of course devoted to issues on Latinas/os and the law]	3	Every year	8	Marilyn Yarbrough (FT): mvy@email.unc.edu
Fair Housing Course (R) [5% of course devoted to issues on Latinas/os and the law]	3	Every year	7	Charles Daye (FT): cdaye@email.unc.edu	

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University of North Carolina School of Law Chapel Hill, NC (cont.)	Spanish for American Lawyers (P)	3	Every other year	7	Marife Vallecillo (NFT): ?
	Civil Rights (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	9	Julius Chambers (NFT): ?
	Federal Civil Rights Litigation (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	42	Gene Nichol (FT): gnichol@email.edu and J.D. Phillips (?): ?
University of North Dakota School of Law Grand Forks, ND	Race and Gender (R)	2	Every other year	10	Kathryn Rand (FT): rand@law.und.edu
Northeastern University School of Law Boston, MA	"NONE" Advance Constitution Law: Sexuality, Gender & the Law (R)	"NONE" ?	"NONE" ?	"NONE" ?	"NONE" Hope Lewis (FT) h.lewis@neu.net
	Critical Legal Theory (R)	?	?	?	?
	Law Policy & Society (R)	?	?	?	?
	Seminar: Racism & American Law (R)	?	?	?	?
	Law and Politics in Latin America (P)	3	Every year	14	Jorge Esquirol (FT): j.esquirol@nunet.neu.edu

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Northern Illinois University College of Law DeKalb, IL	Native Americans, Chicanos and the Jurisprudence of: LatCrit Theory (P) Race, Racism and the Law (R) Gender and the Law (R) Women and the Global Economy (R) Race and Racism (R)	3 3 2 3 3	Every other year Every year Every year Every other year Every other year	12 16 12 10 17	Guadalupe T. Luna (FT): gluna@niu.edu Susan Kuo (FT): sskuo@niu.edu Elvia Arriola (FT): earriola@niu.edu Elvia Arriola (FT): earriola@niu.edu Emily Houh (FT): houhe@nku.edu
Northern Kentucky University College of Law Highland Heights, KY	Racism and the Law (R) [10-15% of course devoted to issues on <i>Latinas/os and the law</i>]	2-3	"Not taught this year"	30	Chris Bradley (NFT): ?
Northwestern University School of Law Chicago, IL	Law and Social Change (R)	3	Every year	70+	Leonard Rubinowitz (FT): l-rubinowitz@northwest.edu
Notre Dame Law School Notre Dame, IN	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Nova Southeastern University, Shepard Broad Law Center Fort Lauderdale, FL	Race and the Law Seminar (R)	2	"Last taught 1999"	20	Lundy Langston (FT): langstonl@nsu.law.nova.edu

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Nova Southeastern University, Shepard Broad Law Center Fort Lauderdale, FL (cont.)	Environmental Land Use Practice and Procedure(R)	2	Every year	4-8	Briton Blackwelder (FT): blackwelderb@nsu.law. nova.edu and Richard Grosso (FT): grosso@nsu.law.nova.edu
	Electoral Process (R)	2	Every year	15-25	John Anderson (FT): andersonj@nsu.law.nova.edu
	Civil Rights Litigation (R)	2	Every year	20	Michael Masinter (FT): masinterm@nova.edu
	Employment Discrimination (R)	3	Every year	50	Michael Masinter (FT): masinterm@nova.edu
Ohio Northern University Pettit College of Law Ada, OH	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Ohio State University College of Law Columbus, OH	Race and the Criminal Law (R)	2	?	?	Vincene Verdun (FT): vincenev@aol.com
	Critical Race Theory (R)	2	?	?	Sharon Davies (FT): davies.49@osu.edu
University of Oklahoma Law Center Norman, OK	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"

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University of Oregon School of Law Eugene, OR	Race and Criminal Justice (R)	2	"One-Time Offering"	15	Peter Ozanne (NFT): and Charles Ogletree (Visiting): ?
Pace University School of Law White Plains, NY	Race, Class and Administration of the Death Penalty (R)	2	"One-Time Offering"	9	Peter Ozanne (NFT): ?
Pace University School of Law White Plains, NY	Environmental Justice (R) [2 weeks devoted to issues on Latinas/os and the law]	3	Every year	10-20	Randolph McLaughlin (FT): rmclaughlin@law.pace.edu
University of Pennsylvania Law School Philadelphia, PA	Critical Race Theory(R)	3	Every year	"Varies"	"Varies"
Pennsylvania State University, Dickinson School of Law Carlisle, PA	Race, Racism and American Law (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every year	15-20	Victor Romero (FT): vcr1@psu.edu or Carla Pratt cdp10@psu.edu
Pepperdine University School of Law Malibu, CA	Immigration Law (R) [approximately 2 weeks devoted to issue on Latinas/os and the law]	3	Every year	15	Victor Romero (FT): vcr1@psu.edu
University of Pittsburgh School of Law Pittsburgh, PA	Race and the Law (R) [20% of course devoted to issues on Latinas/os and the law]	2	Every year	25	Tom Ross (FT): ross@law.pitt.edu

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University of Puerto Rico School of Law Rio Piedras, PR	Public International Law (R)	3	Every year	200 (3 sessions)	Ruben Berrios (FT): r_berrios@rrrpadm.rrp.upr.edu and Roberto Aponte (FT): roband100@hotmail.com
Quinnipiac College School of Law Bridgeport, CT	Seminar on Constitutional Relations between the U.S. and Puerto Rico (P)	2	Every semester	15	Ruben Berrios (FT): r_berrios@rrrpadm.rrp.upr.edu
University of Richmond School of Law Richmond, VA	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Rutgers, The State University of New Jersey, School of Law Camden, NJ	NEGLECTED TO RESPOND TO SURVEY Latin American Legal Developments (P) Race, Racism and American Law (R) Race and American Law (R) Anti-Discrimination Law (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	2 2 3 3	New Course 2001 Spring 2001 Spring 1999 Every year	? 14 40 60	Carlos Rosencratz (Visiting): ? Victor Romero (Visiting): vcr1@psu.edu Sheila Foster (FT): srfoster@crab.rutgers.edu Sheila Foster (FT): srfoster@crab.rutgers.edu

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Rutgers, The State University of New Jersey, S.I. Newhouse Center for Law and Justice Newark, NJ	Critical Race Theory Seminar (R)	2	Every year	12	Charles Jones (FT): cjones@kinoy.rutgers.edu and Tanya Hernandez (FT): thernandez@kinoy.rutgers.edu
St. John's University School of Law Jamaica, NY	Inner City Economic Development (R) Race and Law Seminar (R)	3 2	Every year	20	David Troutt (FT): dtroutt@kinoy.rutgers.edu Cheryl Wade (FT): wadec@stjohns.edu
	Issues of Race and Gender in the Law (R)	2	Every other year	15	?
	Immigration Law (R)	2	Every year	40	Janice Villiers (FT): villierj@stjohns.edu
	Immigration Law Seminar (R)	2	"Occasional ly"	?	Janice Villiers (FT): villierj@stjohns.edu
St. Mary's University of San Antonio School of Law San Antonio, TX	Family Law (R) [4 or 5 classes devoted to issues on <i>Latinas/os</i> and the law] Jurisprudence: Critical Lawyering (R) [amount of time devoted to issues on <i>Latinas/os</i> and the law "Varies"]	2-3 3	Every year	60-90 75+	Ana Novoa (FT): novooa@law.stmarytx.edu and Amy Kastely (FT): kastelya@law.stmarytx.edu

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St. Mary's University of San Antonio School of Law San Antonio, TX (cont.)	Race and Racism in American Law (R) [1/3 of course devoted to issues on Latinas/os and the law]	3	Every year	60+	Joaquin Amaya (FT): Amaya@law.stmarytx.edu
	American Legal History (R) [one class devoted to issues on Latinos/os and the law]	?	Every year	50	Michael Ariens (FT): ariensm@law.stmarytx.edu
	Constitutional Law (R) [one class devoted to issues on Latinos/os and the law]	?	Every year	65-85	Michael Ariens (FT): ariensm@law.stmarytx.edu
	PR (R) [amount of time devoted to issues on Latinas/os and the law "Varies"]	?	Every year	80+	Michael Ariens (FT): ariensm@law.stmarytx.edu
	Evidence (R) [amount of time devoted to issues on Latinas/os and the law "Varies"]	?	Every year	80+	Michael Ariens (FT): ariensm@law.stmarytx.edu
	Law and Literature (R)	?	Every year	10	Emily Hartigan (FT): hartigane@law.stmarytx.edu
	Jurisprudence: Gender and Law (R)	3	Every year	75+	Emily Hartigan (FT): hartigane@law.stmarytx.edu
	Gender and the Law (R) [2 classes devoted to issues on Latinas/os and the law]	?	Every year	15-25	Bonita Roberts (FT): robertsb@law.stmarytx.edu

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Samford University Cumberland School of Law Birmingham, AL	Race and American Law (R)	3	Every year	18	Raymond Johnson (NFT): ?
University of San Diego School of Law San Diego, CA	Critical Race Theory (R)	3	Every other year	20-40	Cynthia Lee (FT): clee@acusd.edu
University of San Francisco School of Law San Francisco, CA	NEGLECTED TO RESPOND TO SURVEY				
Santa Clara University School of Law Santa Clara, CA	Contemporary Legal Theory Seminar (R) East San Jose Community Law Center Clinical Seminar (R)	2-3 3 of 6	Every other year Every year	20 max. 20	Margalyne Armstrong (FT): marmstrong@scu.edu Cynthia Mertens (FT): cmertens@scu.edu
Seattle University School of Law Tacoma, WA	Race and the Law (R) <i>[1 of 14 weeks devoted to issues on Latinas/os and the law]</i>	3	Every year	20-40	Margaret Chon (FT): mchon@seattleu.edu
Seton Hall University School of Law Newark, NJ	LatCrit: Beyond the Black/White Paradigm (P) <i>[90% of course devoted to issues on Latinas/os and the law]</i>	3	Every other year (New Course 2002)	16	Solangel Maldonado (FT): maldonso@shu.edu
University of South Carolina School of Law Columbia, SC	Diversity and the Law (R) <i>[5-10% of course devoted to issues on Latinas/os and the law]</i>	3	Every year	25	Nakki Shutt (NFT): nekkishutt@bellsouth.com

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University of South Dakota School of Law Vermillion, SD	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
University of Southern California Law Center Los Angeles, CA	Stereotypes and the Law (R)	2	Every year	?	Jody Armour (FT): jarmour@law.usc.edu
	Law and Identity (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year (New Course 2002)	13	David Cruz (FT): dcruz@law.usc.edu and Ariela Gross (FT): agross@law.usc.edu
	Race and Gender (R) [25% of course devoted to issues on <i>Latinas/os and the law</i>]	3	"Most years"	20	Ariela Gross (FT): agross@law.usc.edu
	Immigration (R)	3	Every year	?	Niels Frenzen (FT): nfrenzen@law.usc.edu
Southern Illinois University School of Law Carbondale, IL	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Southern Methodist University School of Law Dallas, TX	Civil Rights Seminar: Critical Race Theory (R)	3	Every year	20	Darren Hutchinson (FT): dhutchin@mail.smu.edu
	Employment Discrimination (R)	?	?	?	Jane Dolkart (FT): ?
	Equal Protection Seminar (R)	?	?	?	Darren Hutchinson (FT): dhutchin@mail.smu.edu

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South Texas College of Law Houston, TX	Politics and Race (R)	2	Every other year	15	Shelby Moore (FT): smoore@stcl.edu
Southwestern University School of Law Los Angeles, CA	Latin American Laws and Institutions (P)	2	Every other year	10	Jonathan Miller (FT): jmiller@swlaw.edu
	Race and American Legal Development (R)	2	Every year	"NONE"	Franklin Ferguson (FT): fferguson@swlaw.edu
	Race and Gender Issues in Criminal Justice (R)	2	New Course (2001)	"NONE"	Myrna Raeder (FT): mraeder@swlaw.edu
	Immigration Law (R)	2	Every year	"NONE"	Isabelle Gunning (FT): igunning@swlaw.edu
Stanford Law School Stanford, CA	Law, Local Policy and Social Groups (R)	3	Every other year	17	Richard Ford (FT): rford@leland.stanford.edu
	Critical Theory, Race Consciousness and the Law (R)	3	Every other year	9	Richard Banks (FT): rbanks@leland.stanford.edu and Richard Ford (FT): rford@leland.stanford.edu
	Regulating Race (R)	3	Every other year	17	Richard Banks (FT): rbanks@leland.stanford.edu
(SUNY) State University of New York at Buffalo School of Law Buffalo, NY	Critical Race Theory (R)	3	Every year	20	Athena Mutua (FT): admuttera@acsu.buffalo.edu and Stephanie Phillips (FT): sphillips@acsu.buffalo.edu

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(SUNY) State University of New York at Buffalo School of Law Buffalo, NY <i>(cont.)</i>	Power, Privilege and Law (R)	2	Every year	30	Athena Mutua (FT): admutua@acsu.buffalo.edu
Stetson University School of Law St. Petersburg, FL	Latin American Business Law (P)	?	?	?	?
Suffolk University Law School Boston, MA	NEGLECTED TO RESPOND TO SURVEY Equality and the Law (R)	3	?	?	Kate Nace Day (FT): kday@acad.suffolk.edu
	Race and the Law (R)	2	?	?	Cecil J. Hunt (FT): cjhunt45@hotmail.com
	Social Problems and Legal Theory (R)	2	?	?	Stephen C. Hicks (FT): shicks@acad.suffolk.edu
	Indigenous Peoples Rights and U.S. Law (R)	?	?	?	?
Syracuse University College of Law Syracuse, NY	Civil Rights (R)	3	Every other year	23	Leslie Bender (FT): lbender@law.syr.edu
	Race and Law (R) <i>[10% of course devoted to issues on Latinas/os and the law]</i>	3	Every other year	20	William M. Wiecek (FT): wmwiecek@law.syr.edu
Temple University School of Law Philadelphia, PA	NEGLECTED TO RESPOND TO SURVEY Women and the Law (R)	?	?	?	Sharon Harzenski (FT): sharzens@vm.temple.edu

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Temple University School of Law Philadelphia, PA (cont.)	Law and Sexual Orientation (R)	?	?	?	Elena Margolis (FT): emargoli@vm.temple.edu
University of Tennessee College of Law Knoxville, TN	Advance Constitutional Law: Equal Protection (R)	?	?	?	Stephen Mikochik (FT): mikochik@astro.temple.edu
	Discrimination (R) [15-20% of course devoted to issues on Latinas/os and the law]	3	"Every 2 years"	?	Fran Ansley (FT): ansley@utk.edu
	Community Development (R) [10-100% devoted to issues on Latinas/os and the law]	3	Every year	12	Fran Ansley (FT): ansley@utk.edu
	Community Legal Education (R) [20% of course devoted to issues on Latinas/os and the law]	3	Every year	?	Fran Ansley (FT): ansley@utk.edu
University of Texas School of Law Austin, TX	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
University of Toledo College of Law Toledo, OH	DECLINED TO PARTICIPATE				
Touro College Law Center Huntington, NY	Racism and American Law (R)	2	Every year	15	Deborah Post (FT): deborahp@tourolaw.edu and Beverly McQuery Smith (FT): beerlym@tourolaw.edu

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Touro College Law Center Huntington, NY (cont.)	Contracts and Business Associations (R)	6	Every year	60-75	Deborah Post (FT): deborahp@tourolaw.edu
Tulane University School of Law New Orleans, LA	Critical Race Theory (R)	3	Every year	18	Robert Westley (FT): rwestley@law.tulane.edu
	Race Relations Seminar (R) [1 week of course devoted to issues on Latinas/os and the law]	3	Every other year	20	Ray Diamond (FT): rdiamond@law.tulane.edu
	Law and Literature (R)	3	"Varies"	20	Robert Westley (FT): rwestley@law.tulane.edu
University of Tulsa College of Law Tulsa, OK	Seminar: Race, Racism and American Law (R)	2	Every year	15	Pam Butler (NFT): butlepa@tulsasch.org
University of Utah College of Law Salt Lake City, UT	NEGLECTED TO RESPOND TO SURVEY Legal History of Sexual Regulation (R)	2	?	?	Martha Ertman (Visiting): mertman@mail.law.du.edu
Valparaiso University School of Law Valparaiso, IN	Race Relations (R) [5% of course devoted to issues on Latinas/os and the law]	2	Every year	17	Richard Hatcher (NFT): richard.hatcher@valpo.edu
Vanderbilt University School of Law Nashville, TN	Race and the Law (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	40-80	Robert Belton (FT): robert.belton@vanderbilt.law.edu
	Latin America Legal Systems (R)	3	"Last offered 1997"	19	?

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Vermont Law School South Royalton, VT	Civil Rights Litigation (R) [Minority discussion in general including Latinas/os]	3	Every other year	21	?
	International Human Rights (R) [Does not deal with race, race relations or discrimination, but does deal with Latin American issues]	3	Every other year	40	Pamela J. Stephens (FT): pstephen@vermontlaw.edu
	Comparative Law of Indigenous People(R)	3	Every other year	8-10	Bruce N. Duthu (FT): bduthu@vermontlaw.edu
	Indian Country Environmental Justice Clinic (R)	6	Every other year	6	Dean B. Suagee (NFT): dsuagee@vermontlaw.edu
	Lawyering (R) [4 classes devoted to issues on Latinas/os and the law]	3	Every year	97-102	Oliver R. Goodenough (FT): ogoodeno@vermontlaw.edu and Cheryl Hanna (FT): channa@vermontlaw.edu
	Torts (R) [1 hour devoted to issues on Latinas/os and the law]	3	Every year	47	Tsemin Yang (FT): tyang@vermontlaw.edu
	Race and Law (R) [50% of course devoted to issues on Latinas/os and the law]	2	Every other year	10	Tsemin Yang (FT): tyang@vermontlaw.edu

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Vermont Law School South Royalton, VT (cont.)	Environmental Justice (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every other year	20	Tsemin Yang (FT): tyang@vermontlaw.edu
Villanova University School of Law Villanova, PA	Farmworker Legal Aid Clinic (P) [100% of course devoted to issues on Latinas/os and the law] Feminist Legal Theory (R) [3 weeks of course devoted to issues on Latinas/os and the law] Federal Tax Clinic (R) [15% of course devoted to issues on Latinas/os and the law]	6 3 4	Every year Every year Every year	8-12 60 10	Beth Lyon (FT): lyon@law.villanova.edu Michelle Anderson (FT): anderson@law.villanova.edu Leslie Book (FT): book@law.villanova.edu
	Intersections of Identity and Law : Racial Profiling (R) Civil Justice Clinic (R) [10% of course devoted to issues on Latinas/os and the law]	2 6	Every year Every year	16 8-10	Frank Rudy Cooper (FT): cooper@law.villanova.edu Dveera Segal (FT): segal@law.villanova.edu
	Clinic for Asylum, Refugee and Immigrant Services (CARES) (R) [25% of course devoted to issues on Latinas/os and the law]	8	Every year	8	Michele Pistone (FT): pistone@law.villanova.edu

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Villanova University School of Law Villanova, PA (cont.)	Civil Rights Practice and Critique (R) [20% of course devoted to issues on <i>Latinas/os and the law</i>]	3	Every year	60	Frank Rudy Cooper (FT): cooper@law.villanova.edu
University of Virginia School of Law Charlottesville, VA	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
Wake Forest University School of Law Winston-Salem, NC	DECLINED TO PARTICIPATE				
Washington University School of Law Topeka, KS	NEGLECTED TO RESPOND TO SURVEY Employment Discrimination (R)	?	?	?	?
Washington and Lee University School of Law Lexington, VA	Feminist Legal Theory (R) Critical Race Theory (R) [approx. 4 weeks devoted to issues on <i>Latinas/os and the law</i>]	?	?	?	Dorothy Brown (Visiting): brownnda@wlu.edu
	Radical Legal Thought (R) [approx. 1 hr. devoted to issues on <i>Latinas/os and the law</i>]	2	Every other year	"None this year"	?
University of Washington School of Law Seattle, WA	NEGLECTED TO RESPOND TO SURVEY Critical Perspectives on Law (R)	3	?	?	Lou Watcher (FT): watcher@u.washington.edu
	Sex, Gender, Sexuality: Law & Theory (R)	4	?	?	Pat Novotny (?): ?

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Washington University School of Law St. Louis, MO	Race Relations Law (R)	3	Every year	45	Christopher Bracey (FT): bracey@wulaw.wustl.edu
	Nontraditional Perspectives (R)	3	Every year	50	Barbara Flagg (FT): flagg@wulaw.wustl.edu
	Employment Discrimination (R)	3	Every other year	60	Neil Bernstein (FT): bernstein@wulaw.wustl.edu and Karen Tokarz (FT): tokarz@wulaw.wustl.edu
	Civil Rights and Community Justice Clinic (R)	6	Every year	8	Karen Tokarz (FT): tokarz@wulaw.wustl.edu
	Immigration Law (R)	3	Every other year	55	Stephen Legomsky (FT): legomsky@wulaw.wustl.edu
Wayne State University Law School Detroit, MI	Race and the Law (R) [15-20% of course devoted to issues on Latinas/os and the law]	3	Every year	26	Zanita Fenton (FT): z.fenton@wayne.edu
West Virginia University College of Law Morgantown, WV	Constitutional Law 2-Equal Protection (R) [5% of course devoted to issues on Latinas/os and the law]	3	Every year	30	Robert Bastres (FT): robert.bastres@mail.wvu.edu
	Environmental Justices (R) [20% of course devoted to issues on Latinas/os and the law]	2	"Varies"	15	Patrick McGinley (FT): patrick.mcginley@mail.wvu.edu

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West Virginia University College of Law Morgantown, WV (cont.)	Immigration Law Clinic (R)	4	Every year	8	James Friedberg (FT): james.friedberg@mail.wvu.edu
	Immigration (R) [30% of course devoted to issues on Latinas/os and the law]	3	Every year	20	James Friedberg (FT): james.friedberg@mail.wvu.edu
	Civil Rights (R) [30% of course devoted to issues on Latinas/os and the law]	2	Every year	15	Frank Cleckley (FT): franklin.cleckley@mail.wvu.edu
	Employment Discrimination (R) [10% of course devoted to issues on Latinas/os and the law]	3	Every year	35-40	Robert Bastres (FT): robert.bastres@mail.wvu.edu
	Race, Racism and the Law (R) [30% of course devoted to issues on Latinas/os and the law]	2	Every year	15-20	Judy Scully (FT): judith.scully@mail.wvu.edu
	Gender and Law (R) [10% of course devoted to issues on Latinas/os and the law]	2	Every year	15-20	Joyce McConnell (FT): jmconne@wvu.edu
	International Human Rights (R)	3	Every other year	40	James Friedberg (FT): james.friedberg@mail.wvu.edu

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Western New England College School of Law Springfield, MA	Critical Race Theory (R) [35%-40% of course devoted to issues on <i>Latinas/os and the law</i>]	2	Every year	10	Tuesday Cooper (NFT): ?
Whittier Law School Los Angeles, CA	NEGLECTED TO RESPOND TO SURVEY Contemporary Social Problems (R)	?	?	?	?
Widener University School of Law Wilmington, DE	Seminar: Race, Gender and Sports (R)	2	New Course (Spring 2002)	?	Robert Hayman (FT): robert.l.hayman.jr@law.widener.edu
Willamette University College of Law Salem, OR	Civil Rights Litigation (R)	3	Every year	22	Gilbert P. Carrasco (FT): carrasco@willamette.edu
College of William and Mary, Marshall-Wythe School of Law Williamsburg, VA	DECLINED TO PARTICIPATE Law and Social Justice (R)	3	?	?	?
University of Wisconsin Law School Madison, WI	Immigration Law (R)	3	Every year	8-25	Bernard Trujillo (FT): brtrujil@facstaff.wisc.edu
	Immigration Law: Mexican Migration To the U.S. (P)	2-3	Every other year	12	Bernard Trujillo (FT): brtrujil@facstaff.wisc.edu
University of Wyoming College of Law Laramie, WY	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"

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Yale Law School New Haven, CT	"NONE"	"NONE"	"NONE"	"NONE"	"NONE"
	Anti-Discrimination Law (R)	3			Drew Days III (FT): drew.days@yale.edu
	Feminism and Economic Justice (R)	4			S. Bright (Visiting): ?
	Criminal Punishment: Race Poverty and Disadvantage (R)	3			Anne L. Alstott (FT): Anne.alstott@yale.edu
	Justice and the Rule of Law Seminar (R)	2			?
Yeshiva University Cardozo School of Law New York, NY	Theorizing Sex, Gender and Sexuality (R)	3-4			Kenji Yoshino (FT): kenji.yoshino@yale.edu
	Race, Racism and the Law (R)	2	Every year	?	"Varies"

LATINAS/OS AND THE LAW: A SURVEY

Please fill in this questionnaire and FAX it back to Professor Frank Valdes at 305-284-1588 ASAP, and no later than Friday, October 12th. Please call 305-284-5432 if you have any questions. Thank you!

YOUR NAME: _____ SCHOOL NAME: _____

1. Does a course or seminar presently exist in your law school curriculum in which the impact of law on Latina/o communities is thematized, studied and discussed in explicit, regular and sustained fashion?

YES _____ NO _____

If you answered "YES" to this question, please continue; otherwise, please return this form with your "NO" response now, via FAX, as requested at the top of this questionnaire.

2. What is the title of this course, as it appears in your school catalog or other literature?

3. How often is this course actually offered?

Every year _____ Every other year _____ Other (please specify): _____

4. How many units of academic credit toward graduation are allotted to this course? _____

5. What was the student enrollment in the course during the last two offerings of it? _____

6. Is the course taught by a full-time, tenure-track (or tenured) member of the regular law school faculty?

YES _____ NO _____

7. Please provide the name and email address of the faculty member(s) who teach this course:

Name: _____ Email: _____

8. Please provide the name and email address of the "Hispanic" or "Latina/o" student group at your school:

Name: _____ Email: _____

LATINAS/OS AND THE LAW: A FOLLOW-UP SURVEY

Please complete and FAX this questionnaire to Professor Frank Valdes at 305-284-1588 ASAP, and no later than Friday, October 12th. Please call 305-284-5432 with any questions. Thanks!

YOUR NAME: _____ SCHOOL NAME: _____

1. Does a course or seminar presently exist in your law school curriculum in which the impact of law on Latina/o communities is the primary focus – that is, in which “Latinas/os and the Law” are studied and discussed in explicit and sustained fashion? YES ___ NO ___
2. Does a course or seminar presently exist in your law school curriculum devoted to “race” or “racism” or to “critical race theory” or “race relations” and the law? YES ___ NO ___
3. Does **any** course or seminar presently exist in your law school curriculum in which the impact of law on Latina/o communities is studied and discussed **at all**? YES ___ NO ___
4. For ALL courses or seminars identified above in response to Questions 2 and 3, please specify as best as possible the approximate amount of class time actually devoted to issues focused substantially on Latinas/os and the law (for instance, the number of weeks or class sessions).
5. For ALL courses or seminars identified above in response to Questions 1, 2 and/or 3, please provide the information requested immediately below:

Course Title	How often is course actually offered?	Academic credit units	Student Enrollment	Professor: full-time or Adjunct/ Other?	Professor's name and email
	<input type="checkbox"/> Every Year <input type="checkbox"/> Every other year <input type="checkbox"/> Other _____				
	<input type="checkbox"/> Every Year <input type="checkbox"/> Every other year <input type="checkbox"/> Other _____				
	<input type="checkbox"/> Every Year <input type="checkbox"/> Every other year <input type="checkbox"/> Other _____				
	<input type="checkbox"/> Every Year <input type="checkbox"/> Every other year <input type="checkbox"/> Other _____				