

## Syllabus<sup>1</sup>

### **PPPM 432/532: Justice and Urban Revitalization**

Department of Planning, Public Policy and Management, University of Oregon

Spring, 2023

Day (Time): Monday (2:00pm-4:50pm)

Location: Virtual (Zoom)

Join Zoom Meeting:

<https://uoregon.zoom.us/j/98800889629?pwd=RFY1VW83MGpyRmx5emZ0MkNhdmpGdz09>

Meeting ID: 988 0088 9629

Passcode: 175356

One tap mobile: +16699009128

Professor: Dr. Alvaro Huerta

Email: [ahuerta@uoregon.edu](mailto:ahuerta@uoregon.edu)

Email (alternative): [ahuerta@hds.harvard.edu](mailto:ahuerta@hds.harvard.edu)

Office Hours: By appointment

#### **Overall Approach and Course Framework**

Students will analyze revitalization initiatives in communities of color from a social, racial and economic justice perspective. Redevelopment is supposed to revitalize low-income neighborhoods and individuals experiencing disinvestment by changing their institutional structures and intervening in their markets, all to encourage financial investment, facilitate physical upgrades to infrastructure and buildings, and improve their overall economic and social conditions.

Moreover, redevelopment is an economic development tool used by government, now usually by city government, to spur relatively quick social and economic change in each area deemed in need of such change. Redevelopment, as a concept and practice, is surrounded by controversy and debate stemming from earlier efforts to change communities of color neighborhoods through large federally funded urban renewal projects, even though now it is generally locally funded through public-private projects.

Given system racism, these ideas/practices have marginalized/discriminated against communities of color. Hence, this course examines the main debates surrounding redevelopment in communities of color and considers those debates within a social and racial justice framework, to familiarize future practitioners with this always important and controversial and now changing field within planning.

For this course, the professor will focus on engaging students in dialogue, where we all learn from each other, as students play a key role in the learning process. The professor will also focus on the case study method, along with assigning free writing, reflections and other methods of learning. Overall, the professor focuses on the teaching philosophies of John Dewey and Paulo Freire.

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<sup>1</sup> Subject to change, where the professor will provide advanced notice to changes. Last updated on 04.02.22.

## Objectives

- Understand relationship between the urban planning field and racialized communities;
- Understand political, economic, institutional and social forces that have negative impacts on racialized communities.
- Understand historical and contemporary factors to improve racialized communities.
- Demonstrate understanding of key planning-related issues that have both positive and negative impacts on racialized communities.
- Learn to work in groups to understand and solve wicked problems impacting racialized communities.
- Improve verbal and written communication skills.

In addition to the expectations for students, students will:

- Demonstrate ability to synthesize revitalization literature covered in the readings, comprehend main debates within the field, and critique various sociological theories related to revitalization.
- Conceptualize and organize presentations that helps to review and critique the week's reading and start a conversation around those readings for the class.

## Respect

This course is an academic safe space designed for everyone to explore complex and, sometimes, sensitive issues related class topics. Thus, racist, sexist, classist and homophobic language or related behavior will not be tolerated. Students exhibiting this type of behavior will be asked to leave class.

Moreover, students must conduct themselves according to university policies. At no time, for example, should any student become verbally or physically abusive towards fellow students and the professor. This type of behavior will result in a lower grade for the student, in addition to other negative consequences, as outlined under the university's student conduct policies towards said behavior.

## Class Attendance and Participation

Given that we have a limited number of classes, attendance is very important. A pattern of unexcused absences will result in a lower grade (e.g., a student may receive a "C" instead of a "B"). Or, a student may fail class for too many absences. Students are expected to be familiar with the required readings and contribute to class discussion. Everyone is encouraged to participate in class, even those who are normally shy. The professor will provide a "safe" and conducive space for everyone to participate. The quality of your comments is more important than the quantity. Also, try not to monopolize class discussions. Everyone is expected to contribute their ideas and experiences during class.

## Policies on Absences, Late Assignments, Tardiness and Misconduct

For every absence (except for documented medical/family emergencies<sup>2</sup>), there will be a 5-point deduction, starting with participation points. Work is not a legitimate excuse.<sup>3</sup> (Being late 3X = 1 absence.) Missing two or more classes will also have a negative impact on grade.

For late reflection papers, there's a .5-point deduction per day. For other assignments, there's a 2-point deduction per day. Regarding the research papers, late papers are not accepted, unless you have a documented medical/family emergency.

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<sup>2</sup> Contact the professor directly, regarding any medical/family emergencies. Proof is required. Special circumstances will be handled on an individual basis.

<sup>3</sup> For exceptions, contact the professor. Once again, proof is required.

### **“Use of Phone/Computer” Policy**

Students shouldn't text, chat or answer phones during class sessions, unless there's an emergency. Put phones on silent/vibrate mode and answer phones, in case of emergency. No Facebook, etc.

### **Academic Integrity & Dishonesty**

Cheating and plagiarism (i.e., the copying of or use of other people's work and submitting it as your own without proper citation) will result in negative consequences for the student.

### **Disability Accommodation**

Students with disabilities who need modifications and/or special assistance should contact university resources.

### **Reflection Papers**

Students will write reflection papers, based on selected readings. Reflections should be typed, 1 page and 1.5 spaced. What's the author's main point or points? How does she or he support point or points? What do you think? Agree? Disagree? Unlike the research paper, they should be informal; not looking for right or wrong answers. Part of assignment is to ensure that students read assigned articles to discuss in classroom, etc. The other part is for students to express their viewpoints as critical thinkers on an array of topics.

### **Class Materials**

The professor will discuss assigned readings on first day of class. Assigned readings will be kept to a minimum, especially since students will be required to select their own readings (e.g., academic articles, books) for research papers. Students are encouraged to use or integrate assigned books into your papers.

### **Final Research Paper (for instructions, refer to last page: Final Research Paper Guidelines / Checklist)**

Each student is responsible for a final research paper addressing a topic relevant to the course. To avoid last minute delays in the preparation of final papers and, more importantly, to benefit from the climate of intellectual discussions, papers will be formulated in stages and discussed in class on an ongoing basis.

### **Presentations**

Students will present a PowerPoint presentation to the entire class with some exemptions allowed.

### **Exams / Pop Quizzes**

While there will be no exams for this class, since it's based on research paper and writing assignments, should the professor observe that students are not regularly attending class, he'll assign pop quizzes which will apply to "Attendance, Class Participation and Conduct."

### **Grading Points**

- Attendance, Class Participation and Conduct: 20 points
- Reflection Papers: 10 Points
- Research Proposal 5 Points
- Bibliography: 5 Points
- Literature Review: 10 Points
- Methods: 5 Points
- Outline: 5 Points
- Writing Assignment: 5
- First Draft: 5 Points
- Power Point Presentation: 5 Points
- Final Paper: 25 Points
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- **Total: 100 points**

## **Grading Scale**

- A = 93 – 100
- A - = 90 – 92
- B+ = 88 – 89
- B = 83 - 87
- B- = 80 – 82
- C+ = 78 – 79
- C = 73 - 77
- C- = 70 – 72
- D+ = 68 – 69
- D = 63 - 67
- D - = 60 – 62
- F < 60

## **Reading List and Class Assignments**

### **Required Books for Purchase:**

Diaz, David R. and Rodolfo D. Torres, eds. 2012. *Latino Urbanism: The Politics of Planning, Policy, and Redevelopment*. New York: New York University Press.

Huerta, Alvaro. 2019. *Defending Latina/o Immigrant Communities: The Xenophobic Era of Trump and Beyond*.

<https://rowman.com/isbn/9780761871279/defending-latina-o-immigrant-communities-the-xenophobic-era-of-trump-and-beyond>

Huerta, Alvaro. 2013. *Reframing the Latino Immigration Debate: Towards a Humanistic Paradigm*. San Diego: San Diego State University Press.

### **Grammarly**

[www.Grammarly.com](http://www.Grammarly.com)

### **The Purdue Writing Lab**

<https://owl.purdue.edu>

### **Research Writing Sources/Links by Professor**

<https://sites.google.com/site/alvarohuertaside/links-academic-more>

<https://sites.google.com/site/alvarohuertaside/recommended-books>

## Research Paper Assignments<sup>4</sup>

### **# 1: Research Proposal (1/2 page)**

Each student will be responsible for your own topic or paper. Devise an interesting research question(s) that you would like to answer. While the research question represents the driving force behind the research you will be conducting, keep in mind that as research progresses (and you discover more about your subjects), this research question might change or be modified. A good way to approach this is to think of answering the question: Why does this matter?

### **# 2: Bibliography of books, academic articles (mostly), newspaper articles (1-2 pages)**

Create a bibliography. Include between 10-15 journal articles, newspaper articles and books (1-2).

### **# 3: Brief literature review on selected articles (3-5 pages)**

Review the key arguments other scholars have made about your topic. You should read reviews of books (some found on JSTOR, Google Scholar, etc.) and academic articles related to the topic. Write a brief literature review which sums up the past research.

### **# 4: Methods (.5-1 page)**

Summary of types of research methods to be utilized, along with primary and secondary sources.

### **# 5: Outline (2 pages)**

Provide a detailed outline of research paper.

### **# 6: First draft research paper (5 pages or 50% of final paper)**

Write first draft of research paper. Include areas to be improved, gaps and plan of action.

### **# 7: PowerPoint presentation (5-10 slides)**

Draft short power point and provide a class presentation based on findings of research paper. Some of the themes and/or questions that you might wish to share with the class for your presentation include: What were the obstacles you faced while conducting research? How does the data answer your original research question? What other research would you suggest be done if the project were continued? Did your data corroborate or refute the major “conflicts” imbedded in the academic debate over your topic? What does your data tell you about public policy responses to your topic?

### **# 8: Final research paper (for instructions, refer to final page)**

This assignment is the culmination of this class and is therefore worth a larger percentage of your course grade. Please take this part of the course very seriously. Writing a research paper will not be easy; however, keep in mind that by the time of your presentation, you should have all the major components (e.g., research question, literature review, data analysis, findings, analysis, etc.) of your research paper. The key will be to put it all together into a thoughtful and coherent research paper.

### **Writing Assignment (800 words)**

Students have three options to **select one** from: (1) **Personal essay** or personal narrative, where students interview a family member and reflect on issues related to course topics; (2) **Op-Ed**, where students write a social commentary on any issue related to course topics, such as street vending, immigration reform, gentrification, etc.; and (3) **Policy paper**, where students analyze a public policy related to course topics. Students are encouraged to interview family members and utilize photographs, etc., and relate personal / familial narratives with course topics

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<sup>4</sup> All assignments should be 12 size font and 1.5 spacing.

## **Important Messages on Assignments**

All assignments need to be 12-size font, 1-inch margins and 2.0-spacing. They are due before start of class, unless informed otherwise.

Reflections should be 1-page, where should be more like freewriting, starting with author's argument. Include how author supports claim and your own views on matter.

On the document, add your name on upper-left side, along with class name and date. Include title and page numbers (if longer than one page).

Label document as follows: Last name\_First name\_Assignment Title\_Date.docx. For example, Huerta\_Alvaro\_Reflection #1\_01\_24\_23.docx.

In the Subject of email, include Class and type of assignment.

In body of email, write a short message, such as: "Dear Prof. Huerta, I'm submitting reflection #1 on racial formation. Cordially, X.

Email directly to professor as Word Doc. or PDF at [ahuerta@uoregon.edu](mailto:ahuerta@uoregon.edu). (Don't email a link!)

Also, when communicating with professor, don't use Canvas. Simply email him.

## Weekly Schedule

Note: In terms of submitted assignments, title your documents as such: Last Name\_First Name\_Assignment\_Date (or Huerta\_Alvaro\_Reflection # 1-02-30-22)

### Week 1 (04/03): Introductions, Discussion on “Race, Place and Planning,” Proposals and Sources

#### **In Class**

- Intro to course, introductions, review syllabus, etc.
- Professor PowerPoint presentation on “Race, Space and Planning”
- Discussion on research proposal
- Also, glance at the following online source...

<https://owl.purdue.edu>

[www.Grammarly.com](http://www.Grammarly.com)

#### **Recommended Sources:**

Huerta, Alvaro. “Ten Tips for Students to Succeed in College.” Medium, July 5, 2020.

<https://alvarohuerta6.medium.com/ten-tips-for-students-to-succeed-in-college-46c361a5d167>

Huerta, Alvaro. “Notes on Public Speaking for Academics and Others.” Tomorrow’s Professor Posting I Stanford, July 17, 2017 (originally published in HuffPost)

<https://tomprof.stanford.edu/posting/1589>

Dr. Ann Forsyth. “On Writing Research Papers”

<https://sites.google.com/site/alvarohuertaside/links-academic-more>

Dr. Rick Lopez. “Guide to Reading: How to Get to Know a History Book.”

<https://sites.google.com/site/alvarohuertaside/links-academic-more>

Also, glance at the following online sources...

<https://owl.purdue.edu>

### Week 2 (04/10): Racial Minorities and Racial Formations

#### **Readings<sup>5</sup>**

Ian F. Haney Lopez. “The Social Construction of Race,” from *Critical Race Theory; The Cutting Edge*, edited by Richard Delgado.

<https://sites.oxy.edu/ron/csp19/readings/HaneyLopez-SocialConstructionOfRace.pdf>

Omi, Michael and Howard Winant. “Racial Formations,” from *Racial Formation in the United States*, 2<sup>nd</sup> Edition.

<https://scalar.usc.edu/works/bodies/media/Omi%20and%20Winant,%20Racial%20Formations.pdf>

History of Racist Planning in Portland

<https://www.portland.gov/bps/history-racist-planning-portland>

#### **In Class...**

- Video: 'A New Phase of American whiteness': A Complex History and An Uncertain Future | Think | NBC News

<https://www.youtube.com/watch?v=u0dz7hxopr0>

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<sup>5</sup> All readings should be done before start of class. This also applies to assignments.

- Break-up in small groups to discuss “What is race?”
- Break-up in small groups to discuss and revise research proposal (peer review)
  - “What IS the Power of the Research Question?”

Due: 1) Research Proposal  
2) Reflection # 1 on Omi and Winant

### Week 3 (04/17): The Ghetto, Redlining (Video) and Police Abuse

#### **Readings**

Wacquant, Loic J.D. 1997. “Three Pernicious Premises in the Study of the American Ghetto.” *International Journal of Urban and Regional Research* 21-2 (June 1997), “Events and Debate”: 341-353. (see Canvas or library)<sup>6</sup>

Anderson, Carol. “Ferguson isn’t about black rage against cops. It’s about white rage against progress.” *Washington Post*, August 29, 2014. (see Canvas for PDF if link doesn’t work)

#### **In Class...**

- Video:
  - “How Redlining Shaped Black America as We Know It | Unpack That” (8:28) (Humor)  
<https://www.youtube.com/watch?v=2o-yD0wGxAc>
  - Break-up in small groups to discuss “What is redlining and its effects?”

Due: 1) Reflection # 2 on Wacquant  
2) Reflection # 3 on Anderson

### Week 4 (04/24): On Redlining (continued), Zoning and Racial Segregation

#### **Readings / Listen**

“The History of Redlining”  
<https://www.thoughtco.com/redlining-definition-4157858>

“How Redlining’s Racist Effects lasted for Decades.” NYT  
<https://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/How%20Redlinings%20Racis%20Effects%20Lasted%20for%20Decades%20%20The%20New%20York%20Times.pdf>

“A 'Forgotten History' of How the U.S. Government Segregated America” NPR  
<https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america> (Listen to 35-minute of interview with author Richard Rothstein based on above NPR article. It’s integrated in the article.)

#### **In Class...**

- Videos:
  - “Redlining and Racial Covenants: Jim Crow of the North” (8:00)  
<https://www.youtube.com/watch?v=yMOaiWla3DU>
  - “Zoning Matters: How Land-Use Policies Shape Our Lives” (2:28)  
<https://www.youtube.com/watch?v=aLMsI92crZw>
  - Break-up in small groups to discuss “What is redlining and its effects?” (cont.)
- Discuss Literature Review and Methods Assignments for next week

<sup>6</sup> First try to secure it via campus library (online), then contact professor to post.



- Due:* (1) Reflection Paper # 4 on article, “How Redlining’s Racist...”  
(2) Reflection Paper # 5 on “A 'Forgotten History'...”

#### Week 5 (05/01): Latina/o Urbanism

##### **Readings**

Rojas, James. “Latino Urbanism in Los Angeles” (see Canvas)

Diaz and Torres. Chapter 1. “Introduction” in *Latino Urbanism...*

##### **In Class...**

- Video: “Chavez Ravine: A Los Angeles Story” (23:41)  
<https://www.youtube.com/watch?v=eBOtKhAAUHs>
  - Break-up in small groups to discuss
    - Break-up in small groups to discuss “What is the barrio?”

##### **Optional on Research Methods**

Small, Mario. 2009. “How Many Cases do I need?: On science and the logic of case selection in field based research.” *Ethnography* 10 (1): 5 – 38.

<https://scholar.harvard.edu/mariosmall/methods>

Armenta, Amada. 2009. “Creating Community: Latina Nannies in a West L.A. Park” *Qualitative Sociology* 32(3): 279-292. (Canvas)

- Due:* (1) Reflection Paper # 6 on Diaz and Torres  
(2) Assignment (Literature Review and Methods)

#### Week 6 (05/08): On Defending Immigrants

##### **Readings**

Huerta, Alvaro. 2019. *Defending Latina/o Immigrant Communities: The Xenophobic Era of Trump and Beyond*.

Huerta book (2013): “A Call for Humane Immigration Reform” (16-17)

##### **In Class...**

- PowerPoint presentation by professor on immigration.
  - Break-up in small groups to discuss

##### **Optional**

*TEDx Talk*. “Migration as a Universal Human Right.” TEDxClaremontColleges. Claremont Graduate University, California. March 7, 2015.

<https://www.youtube.com/watch?v=17fi3buAscY>

*Due:* Reflection Paper # 7 on Dr. Huerta’s book, *Defending Latina/o...*

## Week 7 (05/15): On Redevelopment and Urban Renewal in Brown and Black Communities

### **Readings**

“Urban Redevelopment and Mexican American Barrios in the Socio-Spatial Order” (See chapter 5 of *Latino Urbanism...* book)

“The Racist Roots of ‘Urban Renewal; and How it Made Cities Less Equal.”

<https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal>

### **In Class...**

- Video: “The Tragedy of Urban Renewal: The destruction and survival of a New York City neighborhood” (6:23)

<https://www.youtube.com/watch?v=mWGwsA1V2r4>

- Break-up in small groups to discuss

### **Optional**

“Aesthetic Belonging: The Latinization and Renewal of Union City, New Jersey” (See chapter 3 of *Latino Urbanism...* book)

“How ‘urban renewal’ decimated Black communities in North Carolina” (9:02)

<https://www.youtube.com/watch?v=JW9bsdaWsg8>

*Renewing Inequality*

<https://dsl.richmond.edu/panorama/renewal/#view=0/0/1&viz=cartogram>

*Due:* (1) Assignment (Bibliography and Outline)

(2) Reflection on “Black residents discuss...”

## Week 8 (05/22): Environmental Justice (EJ) and Climate Justice

### **Readings**

Méndez, Michael, Genevieve Flores-Haro, and Lucas Zucker (2020). The (In)visible Victims of Disaster: Understanding the Vulnerability of Undocumented Latino/a and Indigenous Immigrants. *Geoforum*, 116(1). <https://www.sciencedirect.com/science/article/pii/S0016718520301925>

Benjamin Marquez. On Mexican Americans & Environmental Justice (in book, *Latino Urbanism...*)

Huerta, Alvaro. 2005. “South Gate, California: Environmental Racism Defeated in Blue-Collar Latino Suburb.” *Critical Planning* 12: 92 – 102.

<https://sites.google.com/site/alvarohuertasidea/environmental-justice-video>

### **In Class video**

- Watch the videos of Elizabeth Yeampierre, EJ & Climate Justice leader:
  - <https://www.pbs.org/newshour/brief/430343/elizabeth-yeampierre> (2:40)
  - <https://www.youtube.com/watch?v=t3s8MGV67gM> (1:39)
  - Break-up in small groups and discuss
- PowerPoint Presentation by Dr. Alvaro Huerta on Environmental Racism
  - Break-up in small groups to discuss
- Review Draft Paper instructions

### **Optional (or Extra Credit)**

Environmental and Social Justice Panel Discussion

<https://www.cpp.edu/env/urp/news-events/dale-prize-pages/2023.shtml>

*Due:* (1) Reflection # 9 on Photos by Antonio Turok (See Dr. Huerta's book, Reframing Immigration...)  
(2) Writing Assignment

### Week 9 (05/29): Memorial Day Observed

No Class due to Memorial Day

Use this week to work on first draft and other pending assignments.

### Week 10 (06/05): On Gentrification, Transportation, Commercialization and Social Injustice

#### **Readings**

Goetz, Edward. "Gentrification in Black and White: The Racial Impact of Public Housing Demolition in American Cities." *Urban Studies*, vol. 48, 8: pp. 1581-1604.

<https://journals.sagepub.com/doi/pdf/10.1177/0042098010375323>

Sandoval, Gerardo F. "Planning the Barrio: Ethnic Identity and Struggles over Transit-Oriented, Development-Induced Gentrification." *Journal of Planning Education and Research*, First Published 15 Aug 2018. (See Canvas or CPP Library)

Li, Chou. 2015. "Commercialism and Identity Politics in New York's Chinatown." *Journal of Urban History*, Vol. 41 (6): 1118-1134. *Readings*

#### **In-class videos:**

- "Japanese Internment Camp" (4:16)  
<https://www.youtube.com/watch?v=xEXW153g2wI>

*Due:* (1) Reflection # 10 on Li  
(2) First draft due (at least ½ of paper)

### Final (06/11): Finals

In-class presentations to small groups

*Due:* (1) Final Research Paper  
(2) PowerPoint due at start of class

## Final Research Paper Guidelines

Organize the research paper as you would organize a paper for an academic publication. (The professor will discuss acceptable topics, during first weeks of course.) **It should be 12 pages of text, including pictures, illustrations, graphs and tables.** Also, include cover letter, table of contents, self-grade evaluation and bibliography. It should be 1.0 line spacing and 1” margins. The research paper should follow the below format, including (sub)headings.

- *Introduction: research question and why this is important*, worth studying (e.g., because it hasn’t been studied before, because it will help adjudicate between two competing theories, because the case offers a challenge to accepted theories, etc.).
- *Literature Review: placement of research question and project within a broader literature.* Don’t summarize the existing literature but explain how your project is in conversation with specific literatures and how you hope to contribute to debates.
- *Methods: research design, methods, data* – a description of the overall research design, methods used and evidence brought to bear on the question. You will want to provide enough information that you make a solid case for your choices and argue that the methods and data are appropriate to the question.
- *Findings / discussion:* this should represent the bulk of the paper. Here you discuss the evidence and develop your argument. If you are engaged in a project that relies heavily on hypothesis-testing, you would lay out the hypotheses and discuss which are supported, interesting findings, etc. If you are engaged in theory or conceptual development, you would present your evidence, discussion your interpretations and build your argument.
- *Conclusion* – here you sum up the main findings, relate it back to the literature and the original question to highlight your contribution, and you might suggest future avenues for research or implications from your findings. You can also note potential limitations of the study and discuss how these might affect the argument, anticipating your critics (though you do not have to do this).

### Check List:

- **Final Research Paper = 7 pages (text)**
- Don’t number cover as page 1. It should be 0 and not visible.
- Spacing = 2.0”
- Margins = 1.0”
- Staple paper (this applies to all assignments)
- Cover Page includes
  - Title, student name, email, date, class name, department & name of professor
- After cover page, include a paragraph on self-evaluation for final grade
- Use headings and subheadings
- Include in-text citations
- You must cite all primary and secondary sources.
- There will be negative consequences for plagiarism. When in doubt, cite source.
- Be consistent with style, such as MLA, APA, Chicago, etc. Select any style.
- Images, graphs, charts, maps and tables should be part of appendix or addendum.
- Don’t procrastinate!

P.S. Websites from organizations and agencies as potential sources for research paper

- American Civil Liberties Union --- <https://www.aclu.org/>
- California State Department of Education (CDE) Ed Data --- <http://www.ed-data.org/>
- C-SPAN --- <https://www.c-span.org/>
- California Association of Bilingual Educators: --- <http://www.bilingualeducation.org/>
- California State University – Undocumented Student Services --- <https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students>
- California Dream Act Resources---<https://dream.csac.ca.gov/>
- Cal Poly Pomona Undocumented Student Services Center -- <https://www.cpp.edu/broncodreamers/index.shtml>
- Campaign for College Opportunity --- <https://collegecampaign.org/>
- CARECEN (Central American Resource Network) --- <https://www.carecen-la.org/>
- Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA): — <http://www.chirla.org>
- Dolores Huerta Foundation: --- <http://doloreshuerta.org/>
- Define American: <http://www.defineamerican.com/page/feature/jose-story>
- Immigrant Legal Resource Center: --- <http://www.ilrc.org/>
- Immigrant Learning Center --- <https://www.ilctr.org/>
- Immigrant Legal Defense --- <https://immigrantlegaldefense.org/>
- Immigrants Rising --- <https://immigrantsrising.org/>
- Immigration Policy Center: --- <http://immigrationpolicy.org/>
- Latino Decisions: --- <http://www.latinodecisions.com/>
- Library of Congress on the 14th Amendment----  
<http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>
- National Association for Chicana and Chicano Studies (NACCAS)-- <http://www.naccs.org/>
- National Association for the Advancement of Colored People NAACP Legal Defense Fund – <https://www.naacpldf.org/about-us/>
- National Immigration Law Center---<http://www.nilc.org/>
- United States Bureau of the Census—<http://www.census.org>
- United States Constitution --- <https://www.loc.gov/law/help/guide/federal/usconst.php>
- Mexican American Legal Defense and Educational Fund: — <http://www.maldef.org>
- Migration Policy Institute (MPI): --- <http://migrationpolicy.org/>
- National Association of Latino Elected and Appointed Officials (NALEO): --- <http://naleo.org/>
- Pew Research Center Hispanic Trends Project --- <http://www.pewhispanic.org/>
- Public Policy Institute of California (PPIC) Policy Areas: --- <http://www.ppic.org/main/policyareas.asp>
- United Farmworkers Union (UFW): --- <http://ufw.org/>
- United We DREAM: --- <http://unitedwedream.org/>
- United for a Fair Economy---<http://www.FairEconomy>
- Voto Latino --- <http://votolatino.org/election-center/election-center/>