

United States Legal structures

Institutional affiliation

Name of lecturer

Name of student

Due date

United States Legal structures

The Mexican Americans experienced life challenges under the legal structures in the United States in the 19th and 20th centuries. Many Chicanos in the 19th century and early 20th century did not speak English and thus came to the United States as casual laborers. The United Constitution was not structured to protect the minority groups in the country, and therefore the Chicanos suffered to get justice under the American laws. They fought for equality in the country for an extended period, but they were arrested, jailed, and killed for demanding equality. For example, Sal Castro, a teacher who advanced the ideas of equality in the country and supported the Mexican-American students, was arrested and jailed. The Chicanos were segregated and discriminated in all areas just like the African Americans, and thus they had to fight for their rights. During this time, the lynching of the Chicanos was common in the country, and yet the lynchers were left free. There was no action taken against them, yet they were violating human rights.

Due to the suffering, the Chicanos experienced under the discriminative laws, they rose up and fought for their rights. It started with simple protests from students who felt that the education system was not providing quality education. Instead of listening to the grievances of the students, the schools' boards, school administrators, and police threaten and treated the striking students as criminals. They were arrested, beaten, and jailed for fighting for their rights. This attracted the attention of the parents and community, who saw education as the key to solve the inequality experienced in the country. Due to the Chicano student strikes and parents riots, the United States Constitution outlawed the segregated schools, and the Supreme Court declared segregation unlawful. Although the case, the segregation schools and segregation continued in the country, and the Chicanos continued to suffer. The Chicanos thus experienced harassment

from the law enforced, and others lynched to threaten them and discourage them from continuing fighting for their rights.

Effects of legal structures on Chicanos

The life of human beings is controlled by laws and the constitution of the country. The Chicanos were taken as casual laborers who can to provide cheap labor to the American plantations. Thus they were given elementary education to enable them to occupy middle position jobs in the country. However, segregation was the order of the day, and thus, many lived in segregated and isolated areas. Due to the lack of stable laws that outlawed segregation, most of the Chicanos were unemployed. Those who were lucky to secure employment earned two-thirds of what other people earned in the country. This brought suffering to the Chicanos, and thus had to fight for their rights and end segregation in the country.

Most Mexican Americans never communicated in English, and thus they were termed as illiterate in society. Their culture was not considered meaningful, and therefore, children were discouraged from following their culture. The children in schools were taught using the American white culture, and they were forced to speak in English. Teachers severely punished those using Spanish in schools. Education in the country was also elementary, and the teachers treated Mexican American parents as children because they could not speak English. The Chicanos culture was thus not addressed and thus created a rift between the Chicanos and other Americans. The policies made discriminated against Chicanos, and thus, only a quarter of the Mexican Americans completed school. The policies did not address the Chicanos culture or inequalities in the country and continued oppression of them while favoring other groups in the country. As such, there was clear discrimination in the country, and even some of the characters

were directly informed by their teachers. Carlos Munoz JR. says a teacher asked him about his father's profession. He genuinely informed the teacher that his father was a casual laborer. The teacher mocked him by telling him that his father's occupation was the best and that he should follow in his footsteps and become a casual laborer. This was clear discrimination of the Chicanos in the American community.

Role of Chicanos in legal systems in the United States

The United States has one of the capable legal systems in the world. This has come with the many reforms which have been done to the structure to ensure justice in the country. However, during the 19th and early 20th centuries, the American legal structure was mainly discriminative and gave priority to the American whites while oppressed the other minority groups in the country. Whites wholly dominated the systems, and thus, they did not consider the different groups and legitimate citizens of the United States of America. Although they were registered citizens, they were treated like animals and not human beings. The dominance of the whites in the legal structure in the United States made them discriminative and brutal. The police did not investigate matters correctly but arrested people of other colors and jailed and sometimes assassinate them. Others were jailed without trials just because they were Chicanos or black Americans. The minority groups were lynched and massacred, but no action was taken. This was mainly because of racial discrimination in the country and the legal structures.

Chicanos played a crucial role in changing the discriminative laws in the country. The Mexican American students initiated the changes that were experienced in the country. The Chicanos initiated the process of legal change in the United States. It all started with students who felt discriminated against and mistreated in the schools and organized protests to agitate for

their rights and equality in the schools. This changed the course and was rapidly taken by society, which sued the segregated schools and the school administrations. The Chicanos managed the case and won the case. As a result, segregation schools were ruled illegal and unconstitutional. Although they did not immediately disappear, there were changes in the schools. This was followed by a Supreme Court ruling that segregation was outlawed and abolished the practice. This brought a difference in the legal structures of the United States. This formed the basis and start of the changes that occurred in the legal systems to accommodate all races and ensure justice to all.

Effects of whiteness and capitalism on Chicanos

The American whites dominated all sectors of the country during the 20th century. This created an exploitive society based on white supremacy and capitalism. The whites saw themselves as the supreme race in the country and thus imposed measures that exploited the other races. The laws enacted during this period ensured those whites were given priority, and this led to exploitation. The Chicanos are isolated, segregated, and discriminated upon all aspects of society. Under the whites and white supremacy and capitalism, the Chicanos experienced discrimination and segregation in society. The Chicanos were given elementary education that enabled them to settle for middle job positions and work as casual laborers in the whites' plantations and industries. In return, the whites earned more income, and wealth created social classes. Due to the poor education, the Chicanos were forced to fight for their rights and acquired freedom. Some Chicanos were treated like slaves and thus the need to end discrimination.

White supremacy and capitalism created unemployment for the Chicanos. Many Chicanos could not acquire employment in the country and thus could not sustain their families.

Many of the Chicanos were illiterate and thus could not hold better-paying jobs. Instead of providing quality education that could elevate Chicanos, they were given elementary education, which enabled them to acquire middle jobs and other acquired casual labor. These jobs were not satisfying to the Chicanos, and thus they felt humiliated. Those who had these employments had minor salaries compared to the Americans; for example, in Los Angeles, where the population of Chicanos was high, they only earned two-thirds of the amount of income earned by other Los Angeles people. Also, in the same state, Chicanos education was people and experienced high order discrimination. This resulted in protests to agitate for equality and freedom. Social classes emerged during these times where wealthy white was the dominant class, and the poor Chicanos were the minority group.

Role of whiteness and law in the bracero program and educational systems

Most of the Mexican Americans came to the United States under the bracero program. This was a signed agreement between the Mexicans and Americans to enable the Mexicans to work in the United States. However, the whites formed laws that helped them use Mexican Americans as casual laborers and exploit them. Bracero was a discriminative program aimed at exploiting the Chicanos and thus was advanced by the united laws and the whites. The rules that permitted Mexicans to relocate to the United States gave permission to the whites to use Chicanos to provide cheap labor.

Another aspect that was advanced by the United States laws and whiteness was segregated education. The United States had schools for whites, black Americans, and Chicanos. However, the content taught in the different schools aims to modify the learners to fit in their immediate society. The whites were mainly the upper class, and thus their education was aimed

at training them to occupy higher position jobs. The Chicanos were mainly casual laborers, and thus the education was structured to ensure they acquire skills that enabled them to work as laborers and occupy middle job positions. As such, the whiteness and laws led to the creation of discriminative education systems in the country.