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FALL 2025

CJ 543

*community*  
**RESOURCES**  
*in criminal justice*

*Professor: Burrell Vann Jr*

*Room: AH-3127*

*Day & Time: Tuesdays: 4:00PM - 6:40PM*

*Schedule #: 11680*

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# DESCRIPTION

In this service learning course, we will explore the roles, values, and objectives of public and non-profit organizations in San Diego that are working at the intersections of race and criminal justice. You will gain hands-on experience by engaging in service that helps those who are justice-involved in our greater San Diego community.

We will learn the strategies and principles of community-driven research as a means of informing smarter, more just, and more effective programs and policies. As a senior practicum course, we will connect class content back to transferable skills that will help you achieve your career goals.

# OBJECTIVES

- Introduce students to different ways of serving the community.

By the end of the course, students should be able to:

1. Conceptualize critical components of a functioning community
2. Explore the many meanings of “community” and “community resources”
3. Synthesize how the criminal justice system affects different communities
4. Comprehend the role of different branches of the criminal justice system and identify the resources available to people impacted by the system
5. Identify justice system “clients” and their needs
6. Work with diverse others on issues of common concern

# CONTACT

Professor: Burrel Vann Jr

Email: [bvannjr@sdsu.edu](mailto:bvannjr@sdsu.edu)

Office: <https://SDSU.zoom.us/j/81468538945>

Office Hours: By appointment only, on Mondays: 1:00pm-2:00pm

## EMAIL POLICY:

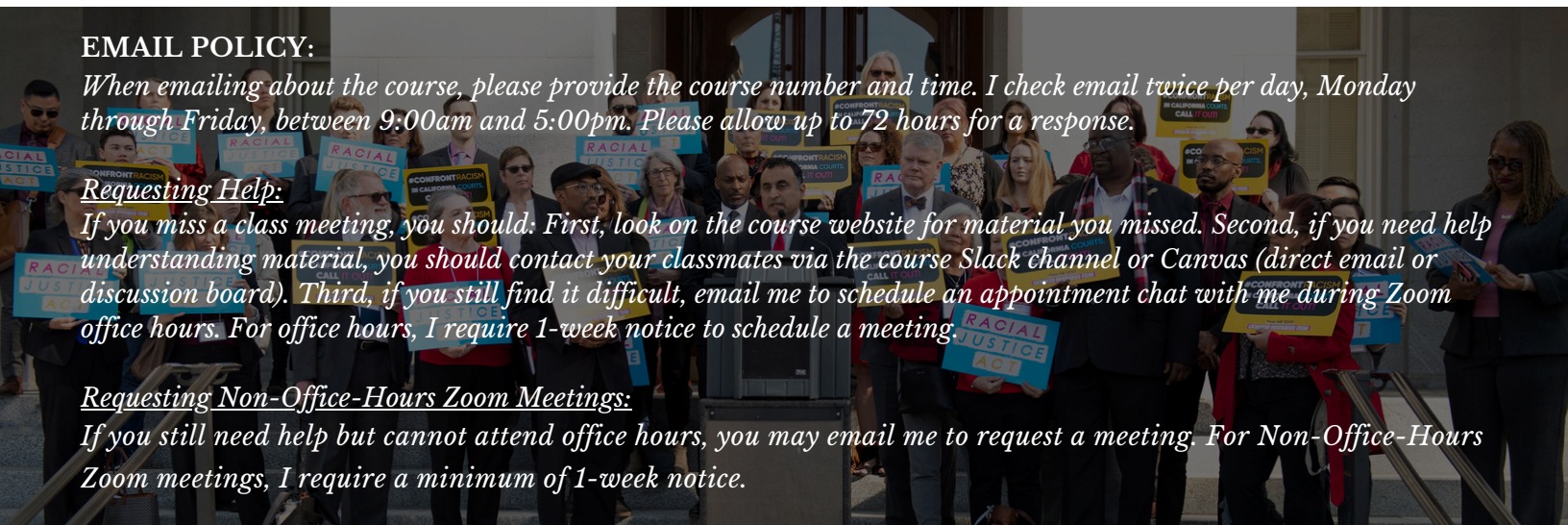
*When emailing about the course, please provide the course number and time. I check email twice per day, Monday through Friday, between 9:00am and 5:00pm. Please allow up to 72 hours for a response.*

### Requesting Help:

*If you miss a class meeting, you should: First, look on the course website for material you missed. Second, if you need help understanding material, you should contact your classmates via the course Slack channel or Canvas (direct email or discussion board). Third, if you still find it difficult, email me to schedule an appointment chat with me during Zoom office hours. For office hours, I require 1-week notice to schedule a meeting.*

### Requesting Non-Office-Hours Zoom Meetings:

*If you still need help but cannot attend office hours, you may email me to request a meeting. For Non-Office-Hours Zoom meetings, I require a minimum of 1-week notice.*



# MATERIALS

## Tea Party Organizations, and Battles over Distributive Justice

Association 2014  
DOI: 10.1177/0891224313504863  
http://crj.sagepub.com  
SAGE

Rory McVeigh,<sup>a</sup> Craig Beyerlein,<sup>a</sup>  
Burrell Vann Jr.,<sup>b</sup> and Priyamvada Trivedi<sup>c</sup>

### Abstract

Competing visions of who is deserving of rewards and privileges, and different understandings of the fairness of reward allocation processes, are at the heart of political conflict. Indeed, social movement scholars generally agree that a key component of most, if not all, social movements is a shared belief that existing conditions are unfair and subject to change (Gansson 1992; McAdam 1982; Snow et al. 1986; Turner and Killian 1987). In this article we consider the role that residential segregation by education level plays in shaping perceptions of distributive justice and, in turn, providing a context conducive to conservative political mobilization. We apply these ideas in an analysis of Tea Party activism and show that educational segregation is a strong predictor of the number of Tea Party organizations in U.S. counties. In a complementary analysis, we find that individuals with a bachelor's degree are more likely than people who do not have any college education to support the Tea Party; this relationship is strongest in counties with higher levels of educational segregation.

### Keywords

social movements, Tea Party, educational segregation, conservative mobilization

If politics is about "who gets what, when, and how" (Lasswell 1956), then those who engage in politics on behalf of the relatively prosperous have some explaining to do. Because democratic political institutions provide opportunities for the disadvantaged to fight for a greater share of societal resources, individuals seeking to protect their advantages have an incentive to try to convince others

over distributive justice. Organizations representing the interests of oppressed or disadvantaged groups argue that their constituencies are being treated unfairly (Gansson 1992; Snow et al. 1986); those who resist such efforts are typically defending a reward

<sup>a</sup>University of Notre Dame  
<sup>b</sup>University of California-Irvine

# READ

## REQUIRED

### Articles & Book Chapters

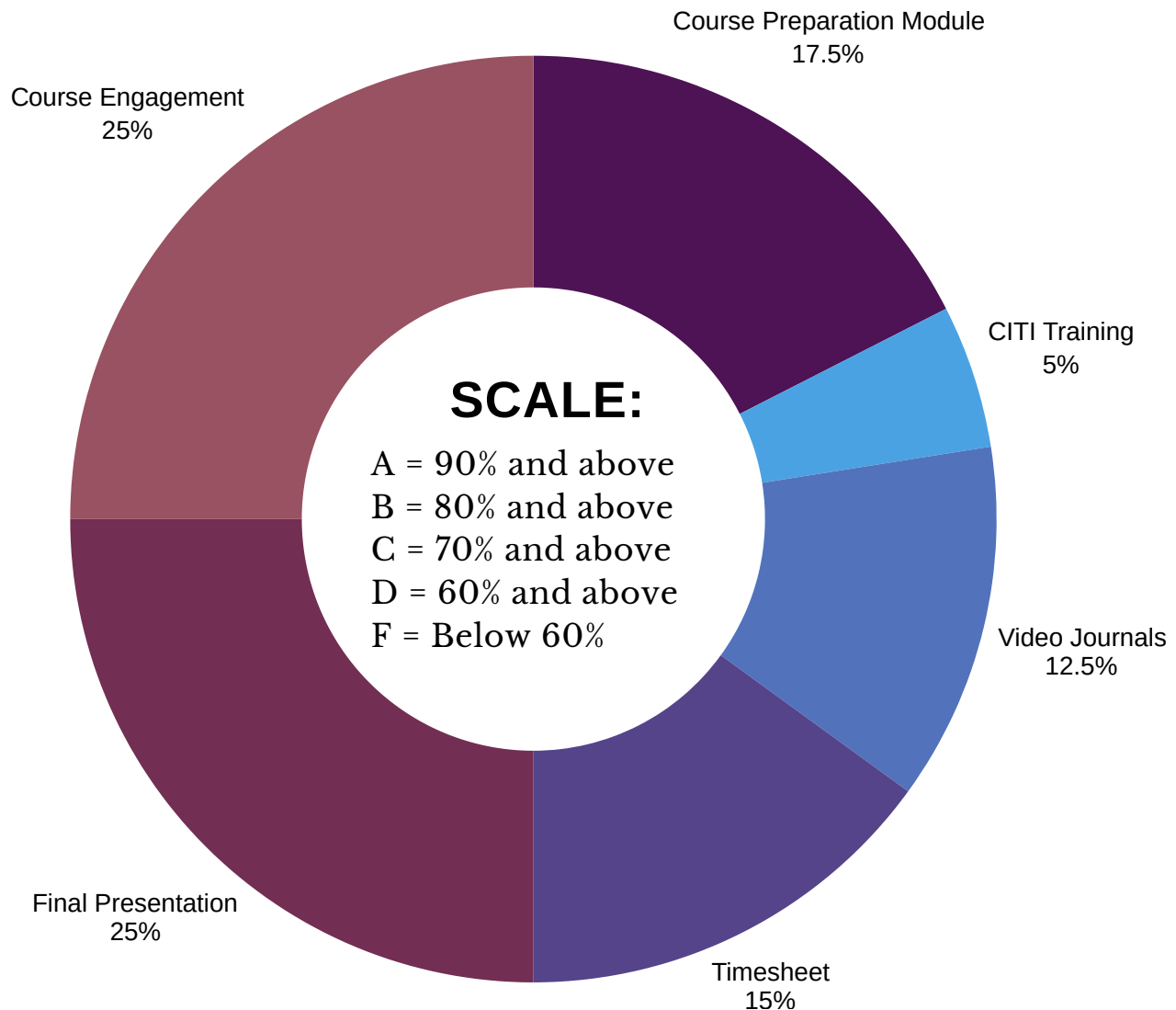
### TECHNOLOGY ACCESS:

To be successful in this class, students will be required to have access to a computer with an internet connection and Google Drive.

- **Computer w/ Internet Access:**
  - Students must be able to access the course material.
- **Google Drive:**
  - Students will submit their writing assignments via Google Docs (but may also conduct qualitative coding in Google Forms or prepare data for quantitative analysis in Google Sheets, etc).

# GRADING

Final grades will be based on a course prep module (various tasks), engagement, CITI training, a timesheet logging your service hours, five (5) video journal entries, and a final presentation, for a total of 200 points. A +/- grading system will NOT be used.



## GRADING/REGRADING POLICY & LATE WORK:

*Students who wish for an assignment to be regraded are required to submit a written formal request, stating why the work warrants a higher grade, within seven (7) days of the date when the graded work is returned. Beyond these seven (7) days, assignment will not be regraded. A regrade may result in the same, a higher, or a lower grade - although students requesting a regrade on an assignment often receive a lower grade.*

*I do not accept late work. In extreme circumstances, I may be willing to grade late work, but written documentation will be required. But this is not a guarantee. Please review Course Policies on Canvas.*

# 35 PTS

## COURSE PREPARATION MODULE

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During Week 1, students will complete a check of the email policy, Google Doc submissions, their updated profile, and a video introduction about themselves on the class discussion board.

# 25 PTS

## VIDEO JOURNAL ENTRIES

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During the semester, students will record five (5) video journal entries addressing some topic covered in the course (or reflecting on their service) that is related to the CRJA.

These are brief videos where students can document their journey in this service-learning course.

# 50 PTS

## FINAL PRESENTATION

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Students will complete a final presentation on their data and findings related to racial disparities.

# 50 PTS

## COURSE ENGAGEMENT

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Engagement for this class is critical for your overall success, as it allows you to engage with the content related to develop sound research practices.

Engagement entails regular/consistent accessing of the course content (e.g. logging in and accessing the material on Canvas).

# 30 PTS

## SERVICE HOURS TIMESHEET

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Students will, throughout the semester, enter their hours into a timesheet. This should serve as a way to keep track of the amount of time devoted to a project related to the CRJA.

# 10 PTS

## CITI CERTIFICATION

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Students complete CITI certification for SDSU's IRB for research.

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# ENROLLMENT

## PREREQUISITES FOR COURSE:

Credit for or concurrent registration in **CJ 300** or graduate student standing.

## ADDING & DROPPING:

Students must make adjustments to their course schedule by the add/drop deadline indicated in the current term's **Academic Calendars**.

# STUDENT CONDUCT

Please be courteous to your classmates and me by remaining engaged and respectful. Students are expected to conduct themselves in a way that does not interfere with the educational experience of others. Additionally, turn cell phones and other electronic devices on silent during class time.

## ACADEMIC (DIS)HONESTY:

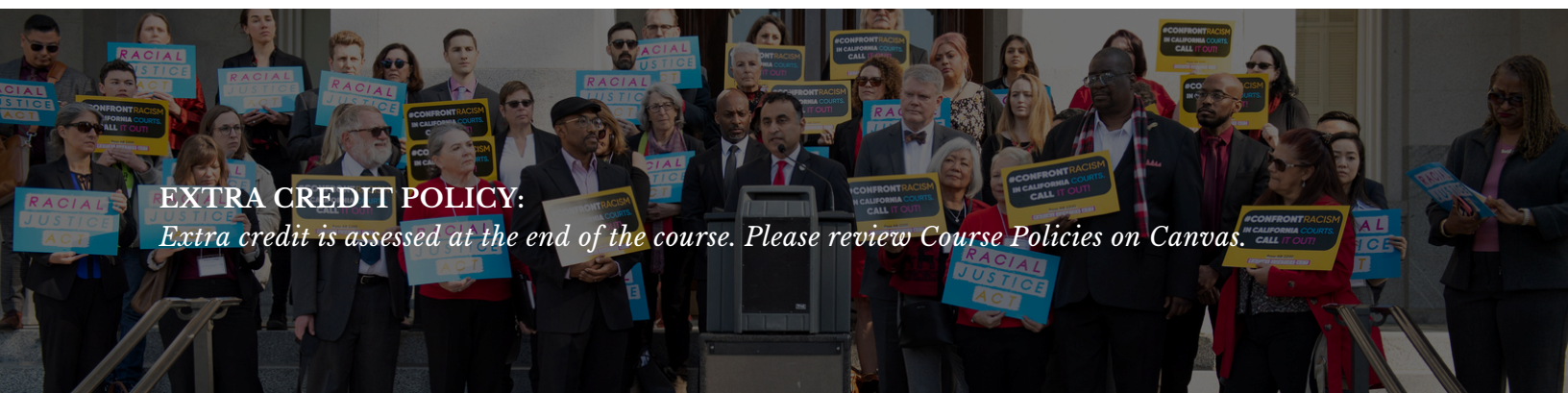
The University adheres to a strict policy regarding **cheating and plagiarism** (outlined in **Executive Order 1098**). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

## EXTRA CREDIT POLICY:

*Extra credit is assessed at the end of the course. Please review Course Policies on Canvas.*



# RESOURCES

A complete list of all academic support services is available on the [Academic Success](#) section of the [Student Affairs](#) website.

## STUDENTS WITH SPECIAL NEEDS:

Please inform the instructor during the first week of classes about any special needs that require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with “disabilities” must document their special needs at the Student Disability Services (SDS) in order to receive accommodations for their courses. Additional information can be found at the [SDS website](#), by calling [619-594-6473](#), or by email at [sds@sdsu.edu](mailto:sds@sdsu.edu).

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

**CAPS** offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting [619-594-5220](#). You can also **Live Chat** with a counselor between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at [888-724-7240](#).

## WRITING CENTER:

For help with improving your writing ability, the staff at the SDSU **Writing Center** is available in person and online.

## STUDENT TECHNICAL SUPPORT:

Student support for Canvas is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at [619-594-3189](#) or by emailing [hub@sdsu.edu](mailto:hub@sdsu.edu).

## EMERGENCY PREPAREDNESS:

Information about SDSU’s emergency preparedness policy can be found at [Campus Emergency Preparedness](#).

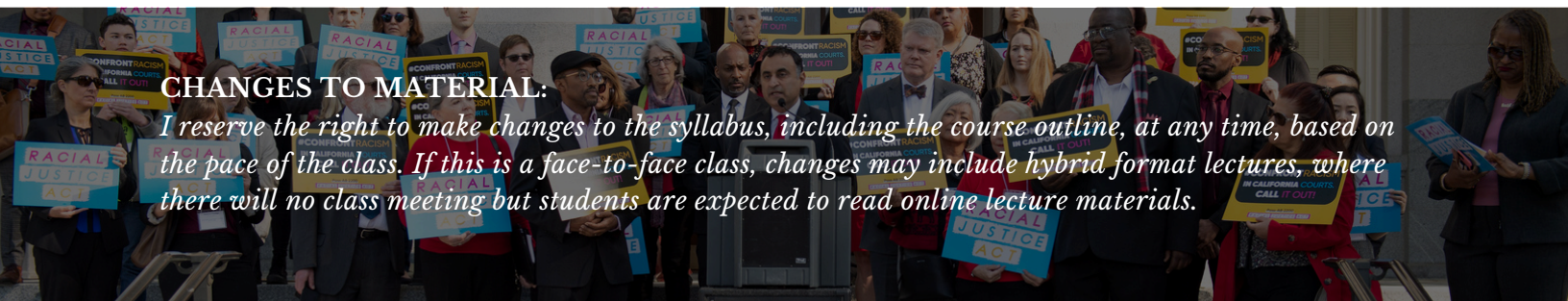
# D.E.I.

## DIVERSITY, EQUITY, AND INCLUSION:

In this class, through readings, exercises, and activities, we are committed to honoring the diversity of experiences, including but not limited to race, ethnicity, culture, language, sex, gender identity and expression, sexual orientation, national origin, colonial status, immigration status, religion, age, ability, as well as underrepresented, first-generation, veteran, and non-traditional status. Through the inclusion and honoring of diversity, we hope to highlight the ways in which equity can be accomplished.

## CHANGES TO MATERIAL:

*I reserve the right to make changes to the syllabus, including the course outline, at any time, based on the pace of the class. If this is a face-to-face class, changes may include hybrid format lectures, where there will no class meeting but students are expected to read online lecture materials.*



1

MODULE 1

**READ/WATCH**

Syllabus  
Module 1 Materials

**DUE**

Email Policy Check (8/30)  
Google Doc Submission Check (8/30)  
Updated Profile Check (8/30)  
Video Introductions (8/30)

AUG 26

**INTRODUCTION TO THE COURSE**

2

MODULE 2

**READ/WATCH**

*Creating a Community*  
Racism & Community Building  
Oppression and Power

**DUE**

SEP 2

**COMMUNITY & SOCIAL JUSTICE**

3

MODULE 2

**READ/WATCH**

*The Gift of Serving Others*  
Community Organizing  
CITI Certification Training

**DUE**

CITI Certification Check (9/13)

SEP 9

**COMMUNITY & SERVICE LEARNING**

4

MODULE 2

**READ/WATCH**

CJ System and Social Exclusion

**DUE**

Video Journal #1 (9/20)

SEP 16

**SERVICE IN THE CRIMINAL JUSTICE SYSTEM**

5

MODULE 2

**READ/WATCH**

Jurors Play a Crucial Role  
Adult Courts in California  
Advocacy through Courts

**DUE**

SEP 23

**COURTS AS A SITE OF SERVICE**

6

MODULE 3

**READ/WATCH**

CRJA Synopsis  
PC 745  
The Struggle for Justice  
Fighting Bias with Data

**DUE**

Video Journal #2 (10/4)

SEP 30

**THE CALIFORNIA RACIAL JUSTICE ACT**

7

MODULE 3

**READ/WATCH**

Outcomes of Recent CRJA Cases

**DUE**

OCT 7

**IMPACT OF THE CRJA**

8

MODULE 4

**READ/WATCH**

Examples of Data

**DUE**

Video Journal #3 (10/18)

OCT 14

**WHAT COUNTS AS EVIDENCE OF BIAS?**

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9

MODULE 4

READ/WATCH

DUE

Expert Testimony Transcripts  
*Experts in Mock Trial*

OCT 21

THE ROLE OF EXPERTS

10

MODULE 5

READ/WATCH

DUE

RStudio Walkthroughs for Analysis  
Analyzing Data

OCT 28

FINDING, CLEANING, & ANALYZING DATA

11

MODULE 5

READ/WATCH

DUE

NOV 4

THE ANALYSIS OF DATA I

12

MODULE 5

READ/WATCH

DUE

NOV 11

NO CLASS: VETERANS DAY

13

MODULE 5

READ/WATCH

DUE

NOV 18

THE ANALYSIS OF DATA II

14

READ/WATCH

DUE

NOV 25

NO CLASS: THANKSGIVING BREAK

15

MODULE 5

READ/WATCH

DUE

Video Journal #5 (12/6)

DEC 2

THE ANALYSIS OF DATA III

16

MODULE 6

READ/WATCH

DUE

Final Group Presentation (12/18)  
Final Timesheet (12/18)

DEC 12-18

FINAL PROJECTS

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