

# JULIA A. MENDOZA

Stanford Law School  
559 Nathan Abbott Way, Stanford CA 94305  
(530) 908-9506; jmendoza@law.stanford.edu

## ACADEMIC APPOINTMENTS

### Stanford Law School, Stanford, CA

Thomas C. Grey Fellow & Lecturer in Law (2018–present)

*Courses Taught:* Legal Research & Writing; Transnational Federal Litigation

*Scholarly Focus:* Criminal Law, Criminal Procedure, Education, Race & The Law

*Activities:* Advisor for Stanford Latinx Law Students Association

Advisor for the Women of Color Collective

Public Interest Mentor

## EDUCATION

### New York University, Graduate School of Arts and Sciences, New York, NY

Ph.D., American Studies (2021)

*Scholarly Focus:* Carceral studies, education, history, ethnography

*Dissertation:* *The South Side is Everywhere: The History of the School to Prison Pipeline in Stockton, California*

### New York University, Graduate School of Arts and Sciences, New York, NY

M.A., American Studies (2019)

*Scholarly Focus:* Carceral studies, education, history, ethnography

### Columbia University, Graduate School of Arts and Sciences, New York, NY

M.A., Human Rights (2010)

*Scholarly Focus:* Immigration, criminal justice, sociology of science

*Thesis:* *DNA and the Criminalization of Communities of Color*

### University of California, Davis School of Law, Davis, CA

J.D. (2008)

*Certificates:* Public Service Law Program & Pro Bono Law Program

*Activities:* Recruitment and Retention Co-Chair, La Raza Law Students Association,

(Fall 2005–Spring 2008)

Student Representative, Immigration Law Counsel,

(Fall 2007–Spring 2008)

### University of California, Santa Cruz, Santa Cruz, CA

B.A. in American Studies and Politics (2003)

*Awards:* Graduated with Honors in both majors

*Study Abroad:* University of Michoacán, Morelia, Mexico (Summer 2002)

## TEACHING & RESEARCH INTERESTS

*Primary:* Criminal Law, Criminal Procedure, Education, Race & the Law, Juvenile Law

*Secondary:* Civil Rights History, Policing, Latinos & the Law

## **JOB TALK**

### ***School Policing Through the Prism of Segregation***

The problems with school policing have often been understood under the prism of the school-to-prison pipeline. The United States Department of Justice's Office of Community Oriented Policing Services attempts to respond to the concerns regarding the school-to-prison pipeline by mobilizing a version of the community policing philosophy in schools. Although these efforts can benefit some students in primarily white affluent neighborhoods, students of color living in impoverished neighborhoods often do not have the same experiences. To fully understand how youth of color frequently experience school policing, it is important to consider how the history of segregation can affect each particular school district. Students living in highly segregated spaces often experience extensive residential policing which can shape their perspective of school police. Furthermore, when youth arrive on school campuses influenced by the community school policing philosophy, what is often conceived as friendly police interactions can often be understood as carceral surveillance. By using the city of Stockton, California, as a case study, this paper details how the lives of certain youth of color are shaped by multiple layers of policing and carceral surveillance.

## **BOOK PROJECT**

### ***The Miseducation of the Barrio: The School-to-Prison Pipeline in Stockton, California* (Under contract with Stanford University Press for publication in 2023)**

My book manuscript connects the history of school desegregation with the history of the school-to-prison pipeline, using a legal history of one school district as a case study. Although education scholars have made a historical connection between these two histories in broad brushstrokes, my project aims to test and deepen this analysis by focusing on how legal and educational policies on a federal, state and local level unfolded in the city of Stockton from the 1960s onward. Drawing from a range of material, including newspaper archives, court decisions, legal filings, legislative history and attorney general reports, I detail how Stockton school desegregation efforts created the bedrock for the school-to-prison pipeline.

## **FUTURE PROJECTS**

### ***The Making of a Gang Member***

In many school districts across the country, school boards, superintendents and other school officials have an unfettered license to label youth as gang members. While the intention of school officials is to keep schools safe, gang prevention policies can unfairly target youth by allowing school officials to identify early manifestations of gang behavior. In the criminal justice context, there is a growing recognition of how vague and overbroad gang definitions can target innocuous behavior. This dynamic also happens in school systems, where none of the protections of criminal procedure apply. Often shaped by vague school policies, school officials often collaborate with child welfare services, social service workers and local law enforcement authorities to create a net-widening effect that can deem students of color as dangerous threats. This paper demonstrates how vague school policies funnel youth into the criminal justice system under the guise of gang prevention programming.

### ***Beyond the School-to-Prison Pipeline***

After a wave of community outcry during the summer of 2020, school districts across the country have moved towards ending school policing and canceling district contracts with local police departments. While some school districts are shifting funding towards restorative justice and alternative conflict resolution programs, other school districts have earmarked money for school resource officers and security officers in lieu of school police. Rather than ending school police, schools are instead recreating policing in different yet equally problematic ways. This article explores the shifting of carceral practices from school police departments to other carceral positions on school campuses.

### ***Closing Youth Prisons***

Across the country, states are rethinking their juvenile justice systems. After recognizing the harmful effects of youth incarceration, state governments such as California, Texas, Mississippi and New York have all moved towards closing youth prisons. As a result, states are now developing alternatives to youth incarceration. By using California as a case study, this paper investigates how the closing of youth prisons has redistributed the responsibility onto county governments and other governing bodies to create new solutions for juvenile justice. While some counties have responded with promising community-based solutions, other counties are mobilizing more punitive solutions. Even more troubling, some counties have opted to charge youth with adult sentences and imprison them in adult prisons. This paper explores the range of alternatives to incarceration employed by California as a means to develop a normative framework for youth entangled in the criminal justice system.

## **ACADEMIC PUBLICATIONS**

***On Top of Prison Row: A Topographical History of Carcerality in California*, 66 UCLA L. REV. 1619 (2019)**

This essay explores the history of carcerality in California. As the first road that extended from the U.S.-Mexico border through California's Central Valley all the way to the Oregon border, U.S. Highway 99 has been called the "Golden State Highway" and "the Main Street of California." Today, travelers along this route pass more than half of California's prisons. By using U.S. Highway 99 as an entry point, this essay depicts the state's carceral histories, ranging from the history of Japanese internment to the history of Mexican labor camps. Intertwined with this narration is a description of the various ways California has disproportionately incarcerated communities of color and how the reliance on carceral practices affects education.

***Immigration Policy and Immigration Flows: A Comparative Analysis of Immigration Law in the U.S. and Argentina*, 3 MOD. AM. 46 (2007) (co-authored with Adela de la Torre)**

This article stems from collaborative research I conducted with Dr. Adela de la Torre, who was the Director of the U.C. Davis Chicano/Chicana Studies Department at the time. Dr. de la Torre and I traveled to Argentina during the summer of 2007 to study the Argentinean immigration and economic systems. This article comparatively analyzes Argentina's legal and economic approach to immigration with the American treatment of Mexican immigrants. Although the Argentinean economy is not comparable to that of the United States, this analysis provides an interesting vantage point to compare immigration policies, as both economies receive immigrants from neighboring countries and feature dramatic wage differentials.

## PREVIOUS TEACHING EXPERIENCE

### **New York University**, New York, New York

*Instructor in the American Studies Department & Prison Education Project* (Sep. 2015–May 2018)

### **Columbia Law School**, New York, New York

*Teaching Assistant for Professor Patricia J. Williams* (Sep. 2008–May 2010; Sep. 2012–May 2018)

## LEGAL EXPERIENCE

### **ACLU of Northern California**, San Francisco, CA

*Racial Justice Project Legal Fellow* (April 2011–August 2012)

- Developed advocacy campaigns and researched (1) felon disenfranchisement (2) educational equity (3) school policing

### **UC Davis School of Law Civil Rights Clinic**, Davis, CA

*Law Clerk* (Summer 2007) / *Clinic Student* (Sep. 2006–May 2008)

- Provided legal representation to indigent clients in Civil Rights actions

### **UC Davis School of Law Immigration Clinic**, Davis, CA

*Clinic Student* (Sep. 2005–May 2008)

- Provided legal representation to immigrants facing deportation

### **California Rural Legal Assistance Foundation**, Sacramento, CA

*Legal Intern* (Sep. 2005–May 2008)

- Provided direct services to immigrants applying for citizenship

### **California Rural Legal Assistance**, Santa Cruz, CA

*Legal Intern* (Jun. 2003–Sep. 2003)

- Provided direct services related to housing discrimination

## AWARDS

**Dean's Dissertation Fellowship**, Graduate School of Arts and Science, New York University (2017)

**Summer Research Grant**, Department of Social and Cultural Analysis, New York University (2016)

**Summer Research Grant**, Department of Social and Cultural Analysis, New York University (2015)

**Global Research Initiative Fellowship**, Provost Office, New York University (2013)

**Summer Fellowship Award**, New York University Opportunity Fellowship Program (2012)

**MacCracken Fellowship**, Graduate School of Arts and Science, New York University (2012-2017)

**Outstanding Community Service Award**, California Rural Legal Assistance Foundation, Inc. (2008)

**Martin Luther King Jr. Service Award Nominee**, UC Davis King Hall School of Law (2008)

**Advocate of the Year Award**, California Rural Legal Assistance (2007)

## SELECTED PRESENTATIONS

“Community-Based Research”

*Stanford University, Palo Alto, California (April 27, 2021)*

“Abolition 101”

*Stanford Law School, Palo Alto, California (November 9, 2020)*

“Police-Free Schools: A Movement Lawyering Perspective”

*Stanford Law School, Palo Alto, California (October 26, 2020)*

“Give Me Back My Child!”: The Local History of the School to Prison Pipeline in Stockton California”

*Law and Society Association Annual Meeting, Washington, District of Columbia (June 1, 2019)*

“On Top of Prison Row: An Examination of the School-to-Prison Pipeline in Stockton, California”

*People of Color Legal Scholarship Conference, American University Washington College of Law, Washington, District of Columbia (March 23, 2019)*

“Policing Latinx Communities”

*UCLA Law Review Symposium: Latinx Communities, Race, and the Criminal Justice System, UCLA School of Law, Los Angeles, California (February 8, 2019)*

“Changing the Tide: An Exploration of How the Prison System Influences Education”

*The New York City Asian American Student Conference, New York University, New York, New York (April 23, 2016)*

“California Realignment: A Peculiar Moment for the California Carceral System”

*Humanities Initiative Research Collaboration: Post 1945 Workshop Series, New York University, New York, New York (March 4, 2016)*

“Caucus Critical Prison Studies: Carceral Globalization and Circuits of Resistance”

*Annual American Studies Association Conference, Toronto, Canada (October 9, 2015)*

“The Intersection of Higher Education and the Criminal Justice Systems”

*Beyond the Bars Conference, Columbia University, New York, New York (March 8, 2014)*

“The Barrio at War: Militarization in Latina/o Communities”

*Latina/o Studies Association Biennial Conference, Chicago, Illinois (July 18, 2014)*

“Why Prison Education? Why Now?”

*Abolish/Reform: Rethinking Education and Incarceration Conference, New York University, New York, New York (April 5, 2013)*

“Racial Justice Project: Schools for All Campaign”

*ACLU of Northern California Lobby Day, Sacramento, California (April 15, 2012)*

“Double Helixes and Double Jeopardy? An Examination of the Growing Trend of DNA Databanks and the Effects on Racial Disparities within the Immigrant and Criminal Justice System”

*Latin American History Graduate Student Conference, Columbia University, New York, New York (March 5, 2010)*

## **SELECTED RESEARCH EXPERIENCE**

**Patricia J. Williams**, Professor of Law, Columbia University School of Law

*Research Associate* (Sep. 2008–Jun. 2018)

- ❑ Conducted research in the following areas: (1) critical race theory, (2) feminist jurisprudence, (3) science & the law

**Anna Deavere Smith**, Professor of Arts, New York University Tisch School of the Arts

*Research Consultant for “Notes From The Field” Play & HBO Documentary* (Jan. 2014–Aug. 2014)

- ❑ Conducted research in the following areas: (1) school-to-prison pipeline, (2) mass incarceration, (3) educational equity

**Troy Duster**, Professor of Sociology, New York University

*Research Assistant* (October 2009–August 2012)

- ❑ Conducted research in the following areas: (1) DNA and the criminal justice system, (2) sociology of science & law, (3) race and ethnicity

## **COMMUNITY SERVICE**

**Prison University Project**, Marin, California

*Instructor* (Sep. 2011–Dec. 2018)

- ❑ Taught English classes at San Quentin State Prison

**Stockton Community Organizing**, Stockton, California

*Instructor* (June. 2015–Aug. 2017)

- ❑ Taught History and Creative Writing classes in a summer youth program

**LANGUAGE, Spanish, *proficient***

## **PROFESSIONAL REFERENCES**

### **Michelle Wilde Anderson**

Professor of Law &  
Robert E. Paradise Faculty Fellow  
Stanford Law School  
manderson@law.stanford.edu

### **Jennifer M. Chacón**

Professor of Law  
University of California, Berkeley School of Law  
chacon@berkeley.edu

### **Troy Duster**

Chancellor's Professor &  
Senior Fellow at the Warren Institute on Law and Social Policy  
University of California, Berkeley  
troy\_duster@berkeley.edu

### **Kevin R. Johnson**

Dean & Mabie-Apallas Professor of Public Interest Law  
University of California, Davis School of Law  
krjohnson@ucdavis.edu

### **Pedro Noguera**

Dean of the Rossier School of Education &  
Distinguished Professor of Education  
University of Southern California  
pnoguera@usc.edu

### **Shirin Sinnar**

Professor of Law &  
John A. Wilson Faculty Scholar  
Stanford Law School  
sinnar@law.stanford.edu

### **Patricia J. Williams**

Professor of Law &  
Director of the Law, Technology and Ethics Initiative  
Northeastern School of Law  
madlawprofessor@aol.com