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Police Brutality: Impacts on Latino and African American Lives and Communities

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Santa Clara University

Abstract

This research focused on Latino and African American experiences with law enforcement and the impact that those encounters have on health, well-being, parenting, and violence in communities of color. The community setting that was selected for this project was an elementary school in California's South Bay. Three Latino parents, who live in the local neighborhood, and whose children attend the elementary school, agreed to participate in this study. Additionally, an African American male from the San Francisco Bay Area participated in the project as well. Qualitative interviews were conducted with all four participants. Results from the interviews reveal themes of powerlessness, identity shift, limited physical movement, and health impacts. Broader implications from this research reveal that institutional racism, specifically manifested through police brutality, is a social determinant of health. In other words, police brutality is a public health issue, yet it is often not viewed in that light. Findings from this research can help inform how to best approach and address police brutality, so that Latino and African American communities do not continue to be profoundly harmed by this social and public health issue.

Police Brutality: Impacts on Latino and African American Lives and Communities

Introduction

The purpose of this research is to better understand experiences with law enforcement and the impact that those experiences have on the lives and communities of Latinos and African Americans. More specifically, this research project aims to study how negative experiences with law enforcement impact health, well-being, parenting, and violence in Latino and African American communities. A main research question—

aimed at Latino and African American young adults—that this study will address is: How have negative experiences with police personally affected you and your community at large? This research will also ask Latino and African American parents: How do you prepare your kids for police brutality? And, how have negative experiences with police affected your child, his/her peers, and family? It is important and necessary to study this topic, because discrimination, aggressive policing, and additional forms of violence that may arise from police brutality, negatively affect people’s health and well-being. Thus, it is critical to research police brutality, because findings can be used to address and reduce preventable health disparities that have been disproportionately impacting Latino and African American communities in this nation for generations.

Literature Review

In order to best inform the research topic in question, it is important to first understand what it is like for Latino and African American youth to grow up and live in communities that are heavily policed. In a study conducted by Carmen Solis, Edwardo L. Portillos, and Rod K. Brunson (2009), Latino/a, particularly Afro-Caribbean, youth’s perceptions of and experiences with law enforcement in New York City were analyzed. In order to guide their research, Solis et al. used the Latino critical race conceptual framework, a perspective that expands on the critical race theory and that, when applied to police brutality, argues that, “aggressive policing tactics are used as oppressive tools to control ‘dangerous’ urban Latinos/as and, in doing so, reinforce broader systems of inequality” (Solis et al., 2009, 40). In the study, thirty Puerto Rican and Dominican youth from New York City, between the ages of 18 and 19 were interviewed. During the interviews, youth were asked to describe positive and negative experiences with law

enforcement and share suggestions they have to improve police-community relations. Overall, respondents reported that police officers do not care about their neighborhoods as much as white communities, that racial profiling and disrespectful treatment is common during interactions with the police, and that uncertainty about immigration status influence police's treatment towards Latino/a youth.

Given that this research project also considers African American experiences with law enforcement, it is critical to take into account that population's interactions with police officers as well. For three years, researcher Nikki Jones studied African American men's routine encounters with police officers in San Francisco (2014). Jones was interested in understanding the significant ways in which encounters with law enforcement structure African American young adults' daily lives. Using and building off of the "patterns of mortification" concept, Jones studied this research topic by taking hand-written field notes and conducting individual, as well as group, interviews with African American men from San Francisco's Fillmore district.

One of the main findings from Jones' study was that African American boys who grow up in heavily policed neighborhoods, such as Fillmore, know that law enforcement's attention is most frequently focused on them. In addition, it was found that body searches were very common in those neighborhoods, and that by the time African Americans are in their late teens, they have learned how to behave like professional suspects. Jones also concluded that routine searches send a message that young Black male bodies are state property, so simply witnessing those encounters leads to secondary shame and degradation—something that African American adolescents are particularly vulnerable to. Constantly witnessing those routine searches eventually also erodes

community member's trust in the police. Lastly, Jones found that African American men are often exposed to both voluntary and involuntary contact with the police.

Now that one has received a glimpse into Latino and African American experiences with law enforcement, it is important to understand the direct effects that racial discrimination and aggressive policing have on people's health and well-being. A study conducted by Kathy Sanders-Phillips (2009) investigated the impact that racial discrimination has on the development and functioning of African American children. Four major theoretical models guided the purpose of this study: ecological theory, social stratification theory, theory of racial inequality and social integration, and accumulation of risk model. Sanders-Phillips presented theoretical frameworks, analyzed levels of exposure to racial discrimination among children of color, examined the effects that discrimination has on children's psychological functioning, and considered the impact that racial discrimination has on parenting behaviors and community support. An overall model was developed, which shows that children experience racial discrimination at personal and institutional levels. Once racial discrimination is experienced, children develop perceptions of threat, fear, victimization, low self-efficacy, low self-esteem, and hopelessness, which then lead to problems with depression, anxiety, and anger.

Aggressive policing, more specifically, has also been found to affect the health of individuals. In their study, Amanda Geller et al. researched men's experiences of police encounters and their subsequent mental health (2014). 1261 telephone surveys were conducted with racial and ethnic minority men ages 18 to 26 in New York City. Participants were asked the amount of times they had been approached by police officers, what those encounters entailed, as well as to identify any traumas they related to the stops

and overall anxiety experienced. The survey data was analyzed using cross-sectional regressions. Findings revealed that men who reported having more police contact, which was most often intrusive and unfair, also reported more symptoms of trauma and anxiety.

A final area of analysis that is important to consider is the indirect ways that police brutality can impact people's health and well-being. As mentioned before, racial profiling is common during interactions with police officers, so it is important to examine the ways racial discrimination affect people's behavior. In a study conducted by Elizabeth Reed et al. (2008), the association between racial discrimination and intimate partner violence, street violence, and gang involvement among urban African American men was studied. Experiences with racial discrimination and violence involvement were measured using multivariate logistic models and the Everyday Discrimination Scale. African American men between the ages of 18 and 65 from four urban community health centers and two hospital-based primary and urgent care clinics in Boston, MA participated in a 20-25 minute survey. The study found that men who experienced high levels of discrimination were more likely to report intimate partner violence perpetration and street violence involvement. On the other hand, no relation was found between discrimination and gang involvement.

The fact that racial discrimination has been found to increase risk for involvement in street violence is concerning, because exposure to such violence can negatively affect the well-being of communities as a whole. In their study, Rosalyn M. Bertram and Jennifer L. Dartt (2008) investigated the historical development and use of post-traumatic stress disorder (PTSD) diagnosis. Using the positivist paradigm and individual psychodynamic theory, critical theory paradigm and emerging behavioral theories, and

the constructivist paradigm and theories of multiple context as guiding frameworks, similarities and differences between PTSD symptoms, stressors, and social supports of war veterans and youth in violent impoverished communities we examined. Research findings revealed that there were great similarities in war veterans' and urban youths' environment and trauma exposure, which means that youth from violent communities often suffer from PTSD, just like war veterans. This finding is critical, because it illustrates an indirect way police brutality can impact the health of communities. In other words, racial discrimination, expressed through police brutality, can increase risk for involvement in street violence, which, when exposed to it, can cause PTSD

Methodology

Research Method

The primary research method used for this project was qualitative interviews. This research method refers to gathering objective knowledge and information from individuals on a particular issue, by individually asking them about a topic in question. For this research project, a total of four structured qualitative interviews, driven by open-ended questions, were conducted. All interviewees were informed about the research project and its purpose before they agreed to participate in the study. On the day of the interview, participants were given a document that further elaborated on the project. The purpose of the document was to give interviewees the opportunity to learn more about the project and decide whether they were still interested in participating in the study. Interviews were audio recorded and lasted between 20 minutes to an hour. Complete anonymity was maintained throughout the process—pseudonyms were chosen and used for all four interviewees. All questions and clarifications requested by participants were

made along the way. Three of the interviews were conducted in Spanish, so responses were translated into English and transcribed along with the fourth interview for analysis.

Community Setting

The community setting that was chosen for this research project was an elementary school in California's South Bay region. The student body at the elementary school is predominantly Latino and the school is part of a transitional immigrant community that is poverty stricken and that suffers from issues such as gang violence and prostitution. A major reason why this setting was chosen for this research project is because it includes a well-established community of Latina mothers who are actively involved and engaged in the school and surrounding neighborhood at large. In fact, many of the mothers reside in the local neighborhood and their children either currently attend or attended the elementary school at one point.

Entering the community setting was fairly simple for me, because, in a sense, I was already an insider. From 2014-2015, I had been heavily involved in a health initiative program that my university created and established in collaboration with a group of mothers from the elementary school. However, additional time commitments impeded me from being able to visit the school after the initiative ended. In order to regain entry into the community setting, I contacted and connected with my college's program director for university-funded initiatives at the elementary school, who also happens to be well-known and respected by the mothers in that setting.

After receiving permission to conduct my research project at the elementary school, I was invited to attend a survey event that was going to take place at the school that weekend. There, I had the opportunity to become a familiar face, show mothers my

connection to the program director, and build relationships with some of the mothers. Through informal conversations, I shared about myself, while also learning about the mothers and their lives inside and outside of the elementary school. After the event ended, I was invited to attend a Zumba class that most mothers participate in at the school. Interacting with the mothers in those ways was important because—even though, I, like them, am a Spanish-speaking Latina female—I am college educated, I am not from the South Bay, and I am not a parent or an immigrant to this country. Therefore, in those senses, I am an outsider. Interacting with the mothers helped me better understand their perspectives and positions in society, which was important to keep in mind during my project.

Although the African American interviewee was not recruited from a particular community setting, it is important for me to be self-reflexive about my social positioning in relation to him. One of the main ways that I am an insider is that I personally know the participant. In addition I, like him, am a young adult and college-educated minority who grew up in an impoverished and violent neighborhood in the Bay Area. However, I am not African American and I am not male. Thus, it was important for me to be aware and self-reflexive about those aspects as I conducted my research project as well.

Participants

A total of four participants were involved as interviewees in this research project. Three individuals were recruited from the elementary school, while the fourth interviewee was contacted and recruited through personal connections. Two participants were given a consent form, which gave me written permission to audio record them during the interview. Due to technical difficulties, the remaining two participants gave

verbal consent to be audio recorded. One of the interviewees who was recruited from the elementary school, Maria, identified herself as a mother of three sons and one daughter ages 20, 14, 12, and 8. The second and third participants, also recruited from the elementary school, were a couple—parents of three children ages 10, 9, and 6. The female, Sarita, identified herself as a mother, school volunteer, and housewife, while the male, Vicente, identified himself as a family man who dedicates himself to working. Although participants were not asked to provide their demographics, in my observation, I would describe all three as predominantly Latino. The final participant, Yase, is a 23-year-old African American male from the San Francisco Bay Area. Yase identified himself as being a student—he wants to be a firefighter—athletic, family oriented, coming from a large family, and loves to help others.

Data Analysis

All of the data that was collected for this research was analyzed using thematic analysis. In thematic analysis, one focuses on identifying, organizing, reporting, and describing patterns or themes found within the data. In other words, recurring themes, patterns, and connections are discerned from the data that is being analyzed. In thematic analysis, theory development is a central process, and codes are developed through a deductive and inductive process from the literature and the data. After studying my data using thematic analysis, four major themes were created. The first theme that was found in the data was powerlessness, which includes themes of physical and social. A second pattern derived from the data was identity shift, which was further broken down into personal and community. A third category that was created was physical limited

movement. Lastly, a theme of health impacts was found, which was broken into subthemes of trauma and preventable health problems.

Results

Before diving into the ways that negative experiences with law enforcement affect individuals, families, and communities at large, I wanted to gain an understanding of Latino and African American feelings when witnessing police brutality or interacting with police officers. A theme that emerged from this topic was powerlessness, which at first, was referred to in a more physical manner. After sharing a local police brutality video—that involved a 22 year old Latino male—with the interviewees, one of the elementary school parents, Sarita, stated, “Well, I see this and I feel powerless, because I mean, so many cops for one person?” Here, Sarita can clearly see the law enforcements’ excessive response to a single young person, who could easily be her own child, nephew, or other relative. Sarita is concerned for the helpless young man, yet she feels powerless, because she believes that she would have been limited as to what she could have done to help the victim in that situation, without putting her own life at risk, given the great amount of police officers present at the scene.

An additional subtheme that emerged from the interviews was social powerlessness that both Latinos and African Americans feel when directly interacting with police officers. In the case of 23-year-old African American male Yase, his experience with social powerlessness occurred during an encounter with police officers in San Francisco. About a month ago, Yase and his African American friend, Kevin, were driving to work and, after being followed for some time, were pulled over. When speaking to the police officer, Kevin was asked to completely roll down his window,

which he refused to do because, in his opinion, the window was rolled down enough for him to communicate with the officer. The police officer became verbally hostile towards Kevin, which surprised Yase, because Kevin was simply defending his rights. While reflecting on the situation Yase said, “with the way police are being towards us, we can’t even speak our mind or opinions because of this corner that you feel like they got you in.” In this particular instance, Yase felt powerless because his friend’s voice was being silenced by a hostile police officer and he could not do much to help him.

In the case of Sarita, she was approached by police officers about a noise complaint from a party that was taking place at the apartment complex where she lives. Although she made it clear that the party was not hers, a Spanish-speaking officer was translating for another police officer who kept repeating that Sarita was going to be held responsible for the noise complaint and that he was going to give her a ticket. Given that all of the children, including Sarita’s kids, were terrified of the twenty police officers that had arrived to the apartment complex, Sarita said that she was fine with getting a ticket. However, even after complying, the officer began getting verbally hostile and actually said many bad things to Sarita in English, which the Spanish-speaking officer did not translate. Although Sarita does not speak very much English, she understood what the officer was saying and felt completely powerless, because he was taking advantage of the language barrier that existed between them. Vicente, Sarita’s husband, stated that similar complaints have been made by children in the apartment complex who say that officers, “Always say bad things, very bad things to us all the time.” Thus, Latinos feel socially powerless when interacting with police officers because, even if they are cooperating

with them or not doing anything wrong, officers take advantage of language barriers and age differences when speaking to Latino adults and children.

After learning a bit about my interviewees' feelings when witnessing police brutality or interacting with law enforcement, I was interested in learning about how those experiences impact individuals and communities afterwards. From this domain, a theme of identity shifts emerged, with subthemes of personal identity shift and community identity shift. After reflecting on how his experience with law enforcement affected him on a personal level Yase said, "it really makes you think more detailed and in-depth about who you are as a person and this life and what's your place in life." In order to illustrate how Yase's personal identity shifted after his negative encounter with law enforcement, here is an "I Poem" that was developed from one of his responses:

I know that I'm African American
 I know that I'm 23
 I know that people around my age are still growing
 I know where I am in life
 I had that experience with police officers
 I'm African American
 I'm 23 years old
 I feel like I need to worry about that for the rest of my life
 I didn't have to worry about that when I was 10
 I'm over eighteen now
 I'm fitting into that category of African Americans possibly going to jail
 It's ridiculous
 I don't wanna be that type of person.
 I don't.

After analyzing Yase's "I Poem" it is clear that, before his negative experience with police officers, Yase confidently and proudly affirmed his identity as a young African American who knows his place in life. However, after his experience with police officers, it seems as if Yase was not as proud in saying that he was a young African American and that he now needs to constantly worry about something that he did not think about before,

simply because he now falls into a stereotypical criminalized image that increases his chances of getting arrested and going to jail. Yase is now afraid that he will be seen in a negative light and that he might fall prey to a self-fulfilling prophecy, simply because of criminalizing messages he received from law enforcement. Overall, Yase kept emphasizing that his experience with officers really changed him.

When asked about how police brutality may perpetuate other forms of violence in neighborhoods, a subtheme of community identity shift emerged. From Yase's experience,

If you see a police officer kill someone for *no reason* or you feel like they could have done something a little different, it just shows that like, "Wow they don't care." So then it makes *other* African Americans, or any minority, not care about what they do in the community. So you see a lot of gun violence in communities, because you feel like no one's gonna care....it makes you really not care...about...respecting nobody or any law.

In Yase's opinion police officers are essentially role models who are supposed to demonstrate how to uphold the law. However, when a preventable killing occurs, it sends a message to the community that biases are far more powerful and important than abiding by the law. As a result, communities lose respect for themselves, which, when combined with Maria's opinion that communities lose trust in officers and are scared to ask them for help after witnessing police brutality, can lead to community violence. This is a problem because, as found and stated earlier, street violence is detrimental to communities' health and well-being.

Another effect that negative experiences with law enforcement have on Latinos and African Americans is that it limits their physical movement. As Maria mentioned, communities that have suffered from police brutality are often scared of law enforcement. As a result, Yase said that, "*every time* someone sees a police officer...They all will

literally leave and go home...if someone is feeling like that 24/7, don't you think that it's probably gonna make them feel like they're living in solitude? Like they pretty much feel like they're living in jail..." This is a view that was also supported by Maria, who said that a strategy she uses to prepare her children for encounters with police officers is to not, "instill fear in them by saying 'cops are this and are going to do this' [because her children] probably won't want to go outside and the *should* be able to go outside." What is even more unfortunate is that even when individuals do decide to step out into the world, Yase stated that he constantly has to worry about what he is wearing, who he is with, how long he is out, and even what street he walks on, because he is always, "*scared* of what...could happen" to him, simply because he is African American. Thus, the stress and fear that accompanies the physical limitation of movement rooted in police violence can have a great toll on people's well-being.

When asked about how police brutality might impact people's well-being, a theme of health impacts, with subthemes of trauma and preventable health problems arose. In Sarita and Vicente's experience, they have noticed that their children have a genuine fear towards police officers, due to the recent incident that occurred at their apartment complex. In fact, Sarita and Vicente cannot even prepare or have conversations with their children about police, because they will automatically go into panic mode. Essentially, if the children see an officer on the street, they will hide behind their mother or run inside the house. Sarita and Vicente's children are truly traumatized.

In addition to trauma, Maria shared, "people who could have been victims of police brutality, I think it affects them mentally and psychologically. And it's sad that someone who's supposed to protect us *harms* the Latino and African American

communities.” This is a view that is further supported by Yase who said that people who have experienced police brutality, “become more stressed...if you become stressed on a daily basis, you could have high blood pressure. It leads to all those things that could affect your health...no one wants to be stressed off of someone that’s supposed to be protecting your *community*, not just you, but your community too.” Based on this information, it is evident that Maria and Yase agree that Latinos and African Americans are suffering from health problems that are completely preventable. In their eyes, the health of Latinos and African Americans should not be deteriorating in the first place, because, on top of school, family, and work, these communities should not have to also worry about individuals who are supposed to help, rather than hurt, them and their communities at large. Hurt, in this sense, refers to mental and physical damage that interviewees believe police brutality victims suffer from, due to constantly worrying about having another negative encounter with law enforcement. These, along with all other findings, speak to the need to acknowledge and address police brutality as a public health issue.

Discussion & Conclusion

When researching the topic of police brutality, most studies have solely focused on the experiences of Latino and African American youth. My research project addressed that research gap by speaking to parents, particularly Latino parents, about police brutality. My research also considered parenting strategies that Latinos use to prepare their children for encounters with police. Another research gap that my work addressed is learning about the effects of police brutality on Latino and African American communities in the Bay Area—specifically San Francisco and the South Bay. In addition,

my project considered the impacts that police brutality has on Latino children's health and well-being. A final major area that my project expanded on was investigating how police brutality might possibly help perpetuate community violence in Latino and African American neighborhoods. Although my research addressed many areas that have not been explored, I was only able to speak with an African American young adult and three Latino parents. Given that Latino young adults and African American parents were not represented in this study, in the future, I would like to interview those groups about their experiences with law enforcement as well. In addition, I would like to speak with more parents from both racial and ethnic groups in general, in order to learn about additional parenting strategies they use to talk to or prepare their kids for encounters with police.

A major insight that I gained from this project is that when Latinos or African Americans experience police brutality, those situations are more than just incidents of racial profiling. What Latino and African American young adults and parents go through during a negative encounter with law enforcement remains with them. Those events have profound, life-altering, and long-lasting effects on individuals, families, and communities at large. One of those effects includes negative health outcomes, either from direct victimization from police aggression or from exposure to community violence that could possibly be linked to police brutality. In other words, this project helped me understand that when people say that Black and Brown lives matter, they are not just referring to people who are dying on the spot from police brutality. Rather, people are also referring to Black and Brown individuals, whose health are deteriorating over time, and in consequence are slowly dying, from the daily stresses of being policed or from traumas related to negative encounters with law enforcement.

Knowing this, I now feel a responsibility to continue working on framing police brutality as a public health issue that needs to be urgently addressed, because it contributes to health disparities that have been plaguing Latino and African American communities for decades. I am committed to sharing my findings with the individuals who participated in this project and I hope to help facilitate a police brutality *reflección*, or “reflection,” session with mothers at the elementary school that I chose for this project. I hope that as dialogues around this topic continue, community based strategies are not only developed, but are also actively implemented and put forth, in order to achieve true social justice around police brutality in Black and Brown communities in California’s Bay Area and the greater nation at large.

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Appendix

ETHN 165: POLICE BRUTALITY RESEARCH PROJECT
*Participant Consent Form**

Your signature below indicates that your consent to participate in the above study.

Participant Signature

Participant Name

Date

“I certify that I have explained to the above person the purpose, the potential benefits and possible risks associated with participation in this research study, and I have answered any questions that have been raised, and have witnessed the above signature.”

Researcher’s Signature

Date

If you have any questions concerning the research project and the purpose of this, please email me adelgado@scu.edu, or please email Professor Jesica Fernandez at jsfernandez@scu.edu. Before proceeding to the study, I will need you to please complete the Participant Consent Form. Thanks for your time!

***This document was translated into Spanish and can be provided if needed.**

ETHN 165: POLICE BRUTALITY RESEARCH PROJECT

*Recruiting Script**

Hello! My name is Angelica Delgado. I am a student in Professor Jesica Fernandez's course, ETHN 165: Community Based Research Methods in the Ethnic Studies Program at Santa Clara University.

I am conducting a research project on Latino and African American young adults' experiences with law enforcement, as well as strategies parents use to prepare and educate their youth on racial profiling and institutional violence. My research topic examines how negative experiences with law enforcement impact the lives and well-being of individuals, families, and communities at large.

I am interested in asking Latino and African American young adults:

How have negative experiences with police personally affected you and your community at large?

In addition, I am interested in asking Latino and African American parents:

How do you prepare your kids for police brutality and how have negative experiences with police affected your child, his/her peers, and/or family?

I am doing this research project, because I want to better understand how police brutality against African Americans and Latinos impact their health, well-being, and violence in communities. I believe that this information can be used to develop innovative community violence prevention strategies that can help reduce health disparities in communities suffering from violence.

I am recruiting participants to conduct an interview for a research project to study these various topics. I am asking for you to volunteer your time to participate, this will take approximately 35 minutes to an hour of your time. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the project at any time, there will be no penalty. The results of the research will be discussed in ETHN 165 in a Project Presentation and in a Final Research Paper, but your name will not be used in order to maintain confidentiality.

***This document was translated into Spanish and can be provided if needed.**

Interview Protocol for Young Adults and Parents*

(Script to read before Interview Questions are asked)

Thank you for taking the time to talk to me today. The purpose of this interview is to learn about your experiences with law enforcement. Your interview is part of a research project for my ETHN 165: Community Based Research Methods, a course that is part of the Ethnic Studies Program at Santa Clara University. My research project aims to study the experiences of Latino and African American young people with law enforcement.

I would like to understand more about Latino and African American experiences with police officers and how those experiences link to personal and community well-being. I also want to learn about strategies that Latino and African American parents use to talk about and prepare their kids for racial profiling and police brutality.

This research is important because I want to learn and demonstrate how police brutality is connected to other issues such as community violence, which have a great impact on people's health and well-being. Results from this study can significantly contribute to existing theories and empirical research on this topic, while also help enrich recent conversations about police brutality, among these the Black Lives Matter movement, by highlighting important links and perspectives that are not usually recognized. These perspectives can be used to create a greater sense of urgency when it comes to addressing the problem of police brutality. I want to get the story about this topic **in your own words.**

Let me suggest a few ground rules:

- There aren't any right or wrong answers. Please say whatever is on your mind, the good and the bad. You are the expert and I am learning from you. ← this is good! Please make sure to tell me if a question is unclear. If you are uncomfortable answering a question, that's okay we can skip the question.
- This interview is confidential. By "confidential," I mean that I will not use your personal first name in any papers that come out from this interview. I will use a "fake" name instead of your real name and I will not share the interview transcript with anyone.
- I would like to tape record this conversation. Only I will hear the interview. Is it okay with you for me to record this conversation? If there's anything you don't want to record we can shut it off.

Before I start, do you have any questions?

Here is a copy of the interview questions I am going to ask. You can read along if you want.

***This document was translated into Spanish and can be provided if needed.**

EHTN 165: POLICE BRUTALITY RESEARCH PROJECT
Young Adult Interview Questions

1. Please tell me about yourself. How would you describe yourself?
 - a. What “fake” name would you like me to use for you to that I can maintain anonymity?
2. Over the past few years, a great amount of attention has been placed on police violence and the public’s responses to police brutality have led to the onset of social movements, like Black Lives Matter.

Can you please share with me your thoughts on the movement?

Thank you for sharing your thoughts, I wonder if you’ve had any experiences with police officers? If you have, can you share a bit about that with me?

- a. How old were you when that happened?
 - b. What might have led to that happening?
 - c. What were you feeling **while** this was happening? Where there any feelings or traumas post- (**after**) the incident?
 - d. How many times (how often) has this happened to you (in a week, month, year)?
3. How did this experience affect you afterwards? Did it have any impact on who you are now?
 - a. What changes did you notice in yourself?
4. How do you see experiences with police brutality being connected to other forms of violence in communities?
5. How do you see experiences with police brutality being linked to health and well-being?
6. If you could create a program to address this problem in the community, what would it look like?
7. Is there anything I left out that you would like to share with me or talk about?

ETHN 165: POLICE BRUTALITY RESEARCH PROJECT

*Parent Interview Questions**

1. Please tell me about yourself.
 - a. How many kids do you have?
 - b. How old are they?
 - c. What “fake” name would you like me to use for you in order to maintain anonymity?
2. I wanted to share with you a recent news story in San Jose about police brutality. (Give time for the respondent to check it out). I am wondering, what are your initial thoughts/reactions to this story?
3. How do you see or have bear witness to someone experiencing police brutality happening in your community?
 - a. What might have led to that happening?
4. In what ways might police brutality affect you and your family? For instance, I wonder if you have started talking about or preparing your kids for encounters with police or violence in the community?
 - a. If yes, go on to next question.
 - b. If no, go on to question 7.
5. How do you talk about or prepare your kids for this problem?
 - a. What strategies do you use to prepare them?
 - b. Are you more worried about one child than another when it comes to this issue?
 - i. Which child (age and gender)?
 - ii. Why?
6. Have any of your kids already had negative experiences with police?
 - a. How did the experience affect him/her?
 - b. How did the experience affect the family?
 - c. How did the experience affect his/her friends?
7. How do you see the problem of police brutality being linked to other forms of violence in your community?
8. How do you see the problem of police brutality against African American and Latino youth being linked to health and well-being?
9. If you could create a program to address this problem in the community what would it look like?
10. Is there anything I left out that you would like to share with me or talk about?

***This document was translated into Spanish and can be provided if needed.**