

**New Topics in Sociology:
Immigration and Crime Control**
SOC394H1F
Tuesday & Thursday 4-6 pm

Instructor Information

Instructor: Jerry Flores - jerry.flores@utoronto.ca
Office hours: Tuesday 2:45-3:45 pm via Skype
Class Time: Tuesday & Thursday 4-6 pm-Online
Course web site: Access through Quercus
Teaching Assistant: Angela Man Xu manx.xu@mail.utoronto.ca

Course Description

This course examines the intersection between immigration and crime control. More specifically, it examines immigration detention and deportation, concerns with immigrant risk, security and terrorism, as well as the impact of public policy on immigration and crime. Over the past 150 years, immigration controls –including laws, borders, and policing – have evolved from barely existent to saturating the globe. Today global human migration impacts the global economy, shapes national and local politics, and influences contemporary social life. Changes in the world of migration have had a significant impact on the theory and practice of criminology and criminal justice, especially issues surrounding undocumented migration and immigration enforcement.

Additional Information

Technology Requirements: All students will need a device where they can type, access quercus, access email, audio record, video record and access the internet. You will also need a reliable internet connection.

All activities will take place on Quercus or Skype. You will also be expected to use youtube and an internet browser

Expectations for Students: *This is an online, asynchronous course. Which means our course and course activities will take place during (Tuesdays & Thursdays, 4-6 pm).* Students are expected to use these 2 hours of weekly class time to participate in three central activities. The first includes a pre-recorded lecture from the instructors. Then students are expected to answer a discussion post via Quercus. These discussions will ask students to connect classroom materials to resources from our class or other resources we provide. Finally, students will be required to interact act with other classmates via quercus. The instructor or teaching assistants will be available via quercus or skype on answer questions during these three hours of instruction time.

Readings: All readings will be made available via Quercus or a link on this site.

Test: All tests will be administered via the “quiz” function of Quercus. Students will have 2 hours to complete the test.

Learning Outcomes

The learning objectives for this course include:

1. Students will analyze the criminal justice and immigration systems within a broader social, economic, and political context.
2. Student will understand the relationships between the immigration enforcement system and the criminal justice system.
3. Student will understand how social difference (race, class, gender, etc.) intersects with the immigration and criminal justice systems.
4. Students will understand the causes, characteristics, and experiences related to undocumented Immigration and refugee crises.

Textbooks and Other Materials

Readings will be available via Quercus, the syllabus or via a google search. *Please note that some of these readings can only be accessed through either a University of Toronto computer or an article repository (such as Scholars Portal): please plan accordingly. You may wish to print out all of the articles at the beginning of the term to ensure that you have them on hand when you need them.*

EVALUATION AND ASSIGNMENTS	Due Date	Weight
Midterm test	May 21	35%
Final Test	June 11	25%
Ted Talk	June 2	20%
Quercus Discussion Post & Activities	TBD	20%

Midterm Test (Due May 21)

The midterm test will consist of a series of short essay questions. These are designed to test your knowledge of the readings and the material presented in class. Everything we cover in the first half of class can be included in the midterm test. In other words, you will be tested on the material up to the day of the midterm. Students will have 2 hours to complete the test.

Final Test (Due June 11)

The final test will consist of a series of short essay questions. These are designed to test your knowledge of the readings and the material presented in class. Everything we cover in the second half of class can be included in the final test. In other words, you will be tested on the material after the midterm test. Students will have 2 hours to complete the test.

"Ted Talk Style" Video Assignment via YouTube (20%) (Due June 2)

For this project, you are to make a four to six-minute video in the style of a Ted Talk. This will give you an opportunity to integrate what you have learned from your readings and our class discussions. This is the equivalent of an in-class presentation. Feel free to use PowerPoints, visuals, performance, or other means you find necessary to make your presentation exciting and interesting. You are also welcome to collaborate with one to two other students in our class (3 students max). If you do collaborate, your presentation should be between 7 to 10 min. You are to post this video to you tube and submit a link to the video via quercus. You are not required to share this video public on youtube. But you classmates will have access to them.

Quercus Discussion Post & Activities (TBD)

Every week during our scheduled class and/or tutorial time you will be required to participate or complete a quercus based discussion post. This activity will require you to write between 2-4 paragraphs per scheduled class meeting. You might also be asked to watch a short video, read a brief news article, take photos or audio/video record yourself. These activities will vary weekly and must be completed before the end of our regularly scheduled class time. Additionally, you will be required to comment on other students work.

Class Format & Teaching Approach

I adopt a democratic teaching approach where I encourage students to be active participants in the class. Thus, in this course, students can expect a combination of direct instruction (lectures), use of outside media and small group activities. I encourage students to connect the skills they learn in classrooms to their future careers and activities in your local communities. The quotes below reflect how I approach providing instruction.

“Education is suffering from narration sickness...Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet it turns them into “containers,” into “receptacles to be “filled” by the teacher...Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the “banking” concept of education...” (Freire 1970: 72)

“The oppressors is solidary with the oppressed only when he stops regarding the oppressed as an abstract category and sees them as persons who have been unjustly dealt with, deprived of their voice, cheated in the sale of their labor—when he stops making pious, sentimental and individualistic gestures and risks an act of love. True solidarity is found only in the plenitude of this act of love, in its existentiality, in its praxis” (Freire 1970: 50).

”...Empowerment is a process that we as individuals must willingly and freely undertake for ourselves. Within the classroom, this entails participation in pedagogical relationships in which students experience the freedom to break through the imposed myths and illusions that stifle their empowerment as subjects of history and the space to take individual and collective actions that can empower and transform their lives... Teachers do not “empower” their students, but they are in a position to support their process by creating the dialogical conditions, activities, and opportunities that nourish this developing process within students...” (Darder 2002:110)

Disclaimer: I will use the course to help facilitate your learning in various ways. This means that I will help you connect our course materials to historical and contemporary events. Thus, I won't always lecture directly from the readings. You will be in charge of learning course material and I'm here to help.

Course Schedule

May 5: Introduction to Course

- [U.S. is repeating history by mistreating migrant children. *Toronto Star*](#)

May 7: What is Crimmigration

- Leun, J. Van Der. (2013). *Social Control and Justice: Crimmigration in the Age of Fear*. (Pages 1-40)

May 12: Central America

- Ruhl, M. J. (2010). Trouble in Central America: Honduras Unravels. *Journal of Democracy*, 21(2), 93–107.
- Leun, J. Van Der. (2013). *Social Control and Justice: Crimmigration in the Age of Fear*. (Pages 157-175)

May 14: Central America Continued

- Menjívar, C., Abrego, L., American, S., March, N., Menjvar, C., & Abrego, L. (2016). *Legal Violence : Immigration Law and the Lives of Central American Immigrants: The University of Chicago Press*

May 14: Migration in Syria

- Carpenter, T. G. (2013). Tangled Web: The Syrian Civil War and Its Implications. *Mediterranean Quarterly*, 24(1), 1–11.
- Berti, B. (2015). The Syrian Refugee Crisis: Regional and Human Security Implications The Refugee Population: An Overview. *Strategic Assessment*, 17(4), 41–53.

May 19: Migration in Syria

- [Canada's Refugee Response Should Make Us Proud, But Not Smug, Huffington Post.](#)

May 21: European Migration (MIDTERM TEST)

- Castelli Gattinara, P. (2017). The ‘refugee crisis’ in Italy as a crisis of legitimacy. *Contemporary Italian Politics*, 9(3), 318–331.
- Europe’s Migration Crisis Fact Sheet

May 26: European Migration

- Leun, J. Van Der. (2013). *Social Control and Justice: Crimmigration in the Age of Fear Social Control and Justice*. (Pages 87-114)

May 28: Rohingya Migration Crisis

- Ahsan Ullah, A. K. M. (2016). Rohingya Crisis in Myanmar: Seeking Justice for the “Stateless.” *Journal of Contemporary Criminal Justice*, 32(3), 285–301.
- Mahmood, S. S., Wroe, E., Fuller, A., & Leaning, J. (2017). The Rohingya people of Myanmar: health, human rights, and identity. *The Lancet*, 389(10081), 1841–1850.

June 2: Rohingya Migration Crisis (TedTalk Due)

- Khin, T. (2017). Rohingya: A preventable genocide allowed to happen. *Insight Turkey*, 19(4), 43–53.

June 4: How can we help?

- [How can you help refugees in Toronto?](#)
- [Four ways Canadians can help refugees](#)

June 9: Course Overview & Concluding Thoughts

- **No reading for this meeting**

June 11: (FINAL TEST)

** Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor **

Procedures and Rules

Accommodation for Missed Tests or Late Assignments

Students who miss a term test or hand in an assignment after the due date will be assigned a mark of zero. However, UofT will make an exception and provide accommodation for tests missed, or late assignments, for reasons beyond the student's control, including:

- Illness
- Religious observances (i.e., holy days)
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, a car accident).

Reasons such as "too much work", technology failure, or not adding the class in time are not considered to be beyond a student's control and will not be accommodated.

Missed Tests

If you miss a test you will get a 48-hr extension. Students will need to use the Declaration of Absence on ROSI if this occurs. Students who miss a test will be given an alternative test.

Late Assignments

- There will be a 5% deduction per day for late work. In order not to be considered late, assignments must be submitted by the due date and time listed on the syllabus. ***You are expected to keep a back-up, hard copy of your assignment in case it is lost.***

Grade Appeals

***If you have an issue with your mark first contact your TA to discuss this issue. Then, follow the process below.

Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the teaching assistant and instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
 3. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire in writing and start the re-marking process.

If you wish to appeal:

- A. You must submit to the teaching assistant a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
- B. Attach the original assignment (with marker's comments) to your written explanation.

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules. **Note: Emails that do not follow these guidelines will not receive a response.**

- All course communication should be conducted through Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC394) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 3 business days of receipt
- Treat emails as you would any other professional communication. Proofread. Use appropriate language.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the ‘general inquiries’ section of the Quercus discussion board

Academic Integrity/Academic Misconduct

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters:

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work.
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Letter of Recommendation Policy

If you would like a letter of recommendation you need to take at least 2 courses with me and earn an average grade of an "A." You will also be required to email me all of your application materials and provide a paper copy of these documents (letter of application, statement of purpose, resume, unofficial transcripts etc. The more material the better). You should ask at least one month in advance. Additionally, you will be required to send me a list of the schools, programs, deadlines and links to where to send these letters. You should also send me reminders that these letters are due 7 days, 3 days and 1 day before they are due. All of these documents will ensure you will get a stellar letter of recommendation.