

IMMIGRATION, CRIME, & CRIMINAL JUSTICE

CriJ 5333; CRN 28308

Spring 2021

Thursday 6:00-8:50pm

Education Bldg 112

In Person Classes: 1/21, 2/4, 2/18, 3/4, 3/25, 4/8, 4/22, 5/6

Virtual Classes: 1/28, 2/11, 2/25, 3/11, 4/1, 4/15, 4/29

Professor: Dr. Ted Curry

Email: trcurry@utep.edu

Office: Education Bldg 111-k

Office Hours: Mon & Tues 9am-noon

REQUIRED BOOKS & READINGS

Dowling, J. A., & Inda, J. X. (Eds.). (2013). *Governing immigration through crime: A reader*. Stanford University Press.

Golash-Boza, T. M. (2015). *Deported: Immigrant policing, disposable labor and global capitalism*. NYU Press.

Fasani, F., Mastrobuoni, G., Owens, E. G., & Pinotti, P. (2019). *Does immigration increase crime?* Cambridge University Press.

Pinsker, M.C. (2020) *Crisis on the border: An eyewitness account of illegal aliens, violent crime, and cartels*. Regnery Publishing.

Various articles posted on BlackBoard.

PLEASE READ ME!

Please read the syllabus carefully and in its entirety! I realize that my syllabus is approaching book-length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here.

WHAT IS A SYLLABUS?

A syllabus is a contract between students and professors that clearly identifies expectations and obligations for both. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. In particular, do not expect accommodations for missed classes regardless of reason. If you do not like, for whatever reason, any feature of this class, or stipulation or requirement in this syllabus, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately. It is your responsibility to fully read and understand this syllabus, and to let the professor know, as soon as possible, if you have any questions or concerns.

COURSE DESCRIPTION

This course will provide students with advanced knowledge regarding the macro- and micro-level relationships between immigration and criminal behavior,

experiencing criminal victimization, and federal and local criminal justice agencies. Immigration politics and policy represents an additional major topic. Theory will be employed as a lens through which to consider these issues, as well as the structural and cultural factors that influence these relationships.

COURSE OBJECTIVES

Students will understand and critique theoretical and empirical research regarding immigration, crime, and criminal justice by completing assigned readings, engaging in lively and stimulating classroom and virtual discussions, and completing various graded assignments such as writing papers, and presenting the results of their original research to the class.

COURSE REQUIREMENTS

Graduate-level courses are different from the undergraduate experience in a number of ways. Students must find within themselves a high level of self-discipline and motivation. Students must endeavor to always attend class, never be late, to have completed the assigned readings in their entirety, and be eager to engage in discussion and debate about the readings with the class. Students will be evaluated on attendance, weekly discussion questions, class participation, discussion board posts, writing assignments, and class presentations.

Class Attendance and Tardiness

Whether in-person or virtual, on-time attendance is required for each week's class, as is remaining in class until dismissal. Students are allowed one absence

without penalty. Each additional absence will result in the loss of 10% to the student's final grade unless there is a serious documented illness or family emergency (work-related excuses will not count). Class will start at 6:05pm sharp. Late students will be considered tardy. Students are allowed one tardy without penalty. Each additional tardy will result in the loss of 5% to the student's final grade. Students must bring the week's assigned readings with them to class, either in hard copy format or electronically on a device other than a cell phone.

Weekly Discussion Questions

Students must submit at least one *extremely challenging* multiple-choice question and one *highly thought-provoking* discussion question to the professor via email by 5:00pm on Thursday before each week's class. Weekly discussion questions are worth 0-5 points per week. Given 15 scheduled meetings, this adds up to 75 possible points. We will go over these questions in our class each week, whether in-person or virtually.

Asynchronous Discussion Board Posts

For weeks where we meet virtually, students will write posts on a Blackboard Discussion Board. For these weeks, students will make one original post and two response posts. Original posts must be 400-500 words and are due by Wednesday at noon (late posts will lose credit). Response posts must be 150-250 words each and are due by Thursday at 5pm. Each original post is worth 10 points, and each response post is worth 5 points, for a total of 20 points. Given seven scheduled virtual meetings this adds up to 140 points for the semester.

A. **Original Posts** will consist of thoughtful and insightful comments, observations, applications of theories or ideas, or questions that directly connect to any of the week's reading materials. When thinking about topics for your original post, let your inspiration be your guide. What issues, ideas, or facts presented in the materials grabbed your attention or got you thinking, or raised questions or concerns? Feel free to question, critique, or criticize these materials as well in your Original Posts.

- Do not summarize material from the readings, etc. Assume we all have done the readings. I want you to take the material to the next level.
- Do not use quotations or citations or outside sources.
- Keep your writing tight and focused, rather than loose and wordy.
- Do not post about issues that have no relation to the module's materials.
- Make sure to create a new "thread" when making your original post.
- You will not be able to access other students' posts to make the response posts until you complete your original post.
- Make only one original post for each week.
- Posts that are approach poorly written (including spelling and grammar), will lose points.
- You will receive written feedback, as well as a grade, on your Original Posts.

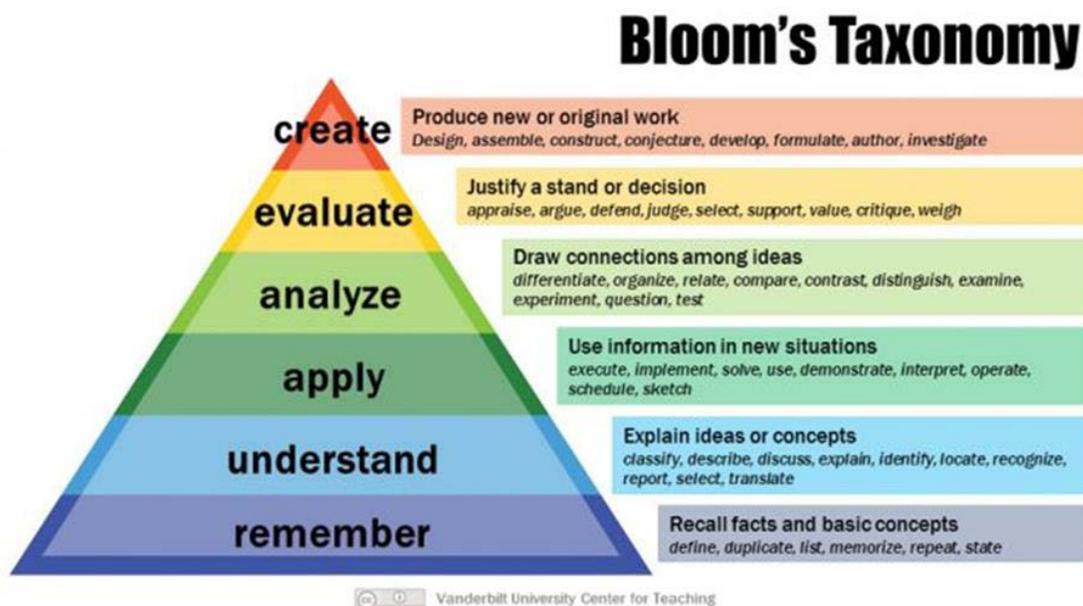
B. **Response Posts** will consist of thoughtful and insightful comments that respond to another student's Original Post. These comments might consist of an answer to another student's question, a reaction to their observations, or an effort to clarify or extend another student's ideas. Please, when disagreeing

with or otherwise critiquing another student's ideas, you must state your disagreement or objections clearly, but respectfully. Inappropriate responses will not be tolerated and will receive no credit.

- Make sure to respond to an existing thread when making a response post.
- Do not use quotations or citations or outside sources.
- Make only two Response Posts for each week.

Class Participation

Students must come to class, whether in-person or virtual, having thoroughly read all of the assigned readings. Students must bring the week's assigned readings with them to class either in hard copy format or electronically on a device other than a cell phone. Participating in classroom discussions regarding the readings is worth 0-15 points per week. Use Bloom's Taxonomy and the discussion below to understand what is expected of students regarding classroom participation.



Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive and insightful. Arguments are always well substantiated and persuasively presented. Comments are consistently at the “Create” and “Evaluate” levels of Bloom’s Taxonomy. This type of participation will result in an A-level grade for weekly class participation scores.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and insightful. Arguments are usually well substantiated and persuasive. Comments are consistently at the “Analyze” and “Apply” levels of Bloom’s Taxonomy. This type of participation will result in a B-level grade for weekly class participation scores.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and insightful. Arguments are sometimes well substantiated and persuasive. Comments are consistently at the “Understand” and “Remember” levels of Bloom’s Taxonomy. This type of participation will result in a C-level grade for weekly class participation scores.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive and insightful. Arguments are seldom well substantiated and persuasive. Comments are confusing, unclear, off-topic, ill-informed or, at best, merely piggy-back onto the comments of others. This type of participation will result in an F-level grade for weekly class participation scores.

Non-Participant: This person says little or nothing in class. Therefore, there is not an adequate basis for evaluation. This type of participation will result in an F-level grade for weekly class participation scores.

WRITING ASSIGNMENTS

Writing assignments will constitute the development of a 15-citation research paper on an immigration, crime, and criminal justice topic of your choice. First, students will submit a Topic Idea paper worth 10 points, followed by a Rough draft worth 50 points. The Final Paper is worth 150 points. In total, these assignments are worth 210 points. Further details are forthcoming. All writing assignments must be submitted through Blackboard, no emailed or hardcopies will be accepted. Please feel free to share your thoughts, concerns, ideas, and suggestions about these assignments freely with me and your classmates. I am always available to answer questions and give quick feedback at any point in the process of these assignments. I want to help and to have you produce a finished paper you are proud of.

CLASS PRESENTATION

Based on the Final Paper (above), students will make a presentation to the class. Presentations are worth up to 70 points. Further details are forthcoming.

GRADES

Grades are based on the following:

Weekly Discussion Questions (~10%)	75 points
Asynchronous Discussion Posts (~20%)	140 points
Classroom Participation (~30%)	225 points

Writing Assignments (~30%)	210 points
<u>Class Presentation (~10%)</u>	<u>70 points</u>
Total Possible	720 points

Letter grades are assigned according to the following scale:

A	=	89% and above
B	=	79% - 88%
C	=	69% - 78%
D	=	59% - 68%
F	=	Below 59%

- Notice that my **grading scale is curved** 1% in your favor. For example, in most courses a 79% is a C whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point plus the “very small margin.”
- I apply the grading scale uniformly to all students. I do not adjust grades in any way for any student. All students are treated exactly the same. Remember, **your grade is an accomplishment, not a gift.** In other words, you *earn* your grade, I do not *give* you a grade.
- **You can view your grades** in Blackboard which will show your scores on the assignments as well as your running total of points and current course average.

- **No extra credit assignments will be offered – please do not ask.**
- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify the expectations and requirements of this class, as well as how to achieve them. Think of this as a path or a set of steppingstones that you follow from the start of the semester to the end. If you expend the necessary and time and effort to fully understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.

CLASS AND UNIVERSITY POLICIES

- **Virtual Classes** will be conducted on Zoom. I will email you links for the class meetings. It is up to you to have the necessary equipment through which you can reliably and effectively participate in class. The UTEP Library has laptop computers you can check out if desired. You may keep your video on or off at your choosing during class. But you are expected to verbally participate as in a regular, in-person class. Because of the asynchronous discussion posts component for these weeks, we will spend about 90 minutes in our virtual classroom for these weeks.
- **Cell Phones:** All cell phones must be turned to silent mode during class. If you receive a call or text you are welcome to glance at your phone and, if you need to respond immediately, you must leave the class to do so. Otherwise respond during break. Otherwise, students must not use their cell phone during class for any purpose.
 - The first time a student is observed using their cell phone in class without authorization they will receive a warning.

- Repeated violations will be referred to the Office of Student Conduct.
- **Laptops and Tablets:** Students are encouraged to use laptops and tablets during class, but only for class purposes.
 - The first time a student is observed using their laptop or tablet in class for matters not related to class, they will receive a warning.
 - Repeated violations will be referred to the Office of Student Conduct.
- **Cursing:** Students should avoid using curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable.
- **Disruptive and Disrespectful Behavior:** Any student who engages in behavior deemed by the professor to be disruptive or disrespectful to others (including, but not limited to, students, the professor, TAs, etc.) will be required to immediately leave class for that day. All such incidents will immediately be reported to UTEP's Office of Student Conduct and, if appropriate, to the UTEP Police Department.
- **COMMUNICATION:** All students must regularly check their UTEP "miners" email account as the professor will occasionally need to communicate with the class or with individual students using this medium. To contact your professor, it is best to speak with him before or after class, use email, or visit office hours. When emailing the professor, please specify the class you are in.
- **STUDENTS WITH DISABILITIES:** Reasonable accommodations are available for students who have a disability documented with the Center for Accommodation and Support Services (CASS). Please notify the professor as soon as possible of any accommodations needed for the course.

TENTATIVE COURSE CALENDAR

The professor reserves the right to make changes to the course syllabus.

Any changes will be announced ahead of time in class.

DATE READINGS and ASSIGNMENTS

Jan 21 Introductions & Course Overview

in person Reading: This Syllabus

Assignment: Go to our class BlackBoard homepage and read all text and links in “Writing Guide” & “Reading Comprehension Strategies”

Jan 28

virtual

Feb 4

in person

Feb 11

virtual

Feb 18

in person

Feb 25

virtual

Mar 4
in person

Mar 11
virtual

Mar 18 Spring Break

Mar 25 Assignment: Paper Topic Idea Due
in person Class Meeting: University Writing Center

Apr 1
virtual

Apr 8
in person

Apr 15 Assignment: Paper Rough Draft Due
virtual

Apr 22
in person

Apr 29 Assignment: Class presentations.
virtual

May 6 Assignment: Class presentations.

in person Final Paper due by 11:59pm on May 13.