

**Course Outline**

<b>COURSE:</b>	<b>CRCJ 4001B</b>
<b>TERM:</b>	<b>Winter 2025</b>
<b>PREREQUISITES:</b>	<b>Fourth-year standing in BA Honours in Criminology &amp; Criminal Justice</b>
<b>CLASS: TBA</b>	<b>Day &amp; Time: Tuesday 8:35-11:25am</b> <b>Room: Please check Carleton Central for current room location.</b>
<b>INSTRUCTOR:</b>	<b>Professor Madalena Santos</b>
<b>CONTACT:</b>	<b>Office: 1713 Dunton Tower</b> <b>Office Hrs: TBA</b> <b>Telephone: 613-520-2600 ext. 1194</b> <b>*Email: madalenasantos@cunet.carleton.ca</b>

\*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: [Homepage - CRCJ4001B Crime Migration and Mobilities \(SEM\) Winter 2025](#)

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**ACKNOWLEDGEMENT & AFFIRMATION****ANISHNABE**

Ni manàdjiyànàniḡ Màmìwìwinìni Anishinàbeg, ogog kà nàḡadawàbandadjìḡ iyo aki eko weshkad. Ako nongom eḡa wìkàd kì mìḡiwewàdj.

Ni manàdjiyànàniḡ kakìna Anishinàbeg ondaje kaye ogog kakìna eniyagìzìdjìḡ enìḡokamìḡàḡ Kanadàng eḡì ondàpìnangìḡ endàwàdjìḡ Odàwàng.

Nìnisìdawìnawànàniḡ kenawendàmòdjìḡ kìḡe kìkenìndamàwìḡ; weshkìniḡìdjìḡ kaye keḡeyàdìzìdjìḡ.

Nìḡìḡewenìnmànàniḡ ogog kà nìḡàni sòḡìḡeyedjìḡ; weshkad, nongom; kaye àyànìkàdj.

**ENGLISH**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future.

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**COURSE DESCRIPTION**

This course provides an introduction to the topic of crime, migration, and mobilities through a critical criminological lens. We will explore questions of migration and mobility with a focus on the intersection of borders, states, surveillance, in/security, and the construction of migrant illegality; we will also consider the move toward migrant penalty with the increased use of criminal law in the policing of migrant mobility as well as the merging of immigration and criminal law in what has been termed 'crimmigration', including critiques of this concept.

We begin by reviewing historical structures and processes of migrant exclusion/ inclusion and legal definitions of im/migration in the settler colonial context of Canada. We examine the manufacturing of terrorist threats and the connections between perceived terrorist menace and the surveillance and fear of racialized migrants. We take into

account how Indigenous peoples' mobility has been criminalized through settler colonial policies and practices which have imposed restrictions on movement and made Indigenous ways of living into crimes. We then consider European, and US perspectives on im/migration. The significance of settler colonial and imperial projects, race, gender, sexuality, and technologies of border control on the movement of peoples and their detention, deportation, or refuge will also be discussed. We end by considering challenges to the construction of migrant illegality through Indigenous resurgence and resistance and solidarity efforts against the criminalization of im/migration.

### **COURSE ORGANIZATION**

- ~ For each class, students will be required to do the corresponding readings and screen films/videos as noted (see schedule below).
- ~ In small groups, students will be required to participate in a 60-minute problem-based learning activity during the last hour of regularly scheduled class time on February 4.
- ~ Please see the evaluation section below for a complete breakdown of the various components of evaluation.

### **LEARNING OUTCOMES**

- ~ Students will be able to understand important theories and concepts related to im/migration, mobility, and the criminalization of mobility and im/migration from Canadian as well as European, US and other settler colonial contexts.
- ~ Students will be able to demonstrate their analytical skills on crime, migration, and mobilities through conventional and creative writing assignments.
- ~ Students will be able to conduct communal learning practices through participation in class discussions, activities, and seminar sessions.
- ~ Students will be able to demonstrate their knowledge of the material and engagement with course theories and concepts as it relates to their everyday lives and communities through the production of a cultural portfolio.

### **REQUIRED TEXTS**

Students are not required to purchase textbooks or other learning materials for this course.

- ~ All journal articles and book chapters can be accessed for free through Ares on Brightspace.
- ~ Links to films and videos are provided for free on Ares.

### **POLICIES**

#### **1. Contact with Professor**

I will be available for consultation with students in person or online during weekdays. Please email me at [madalenasantos@cunet.carleton.ca](mailto:madalenasantos@cunet.carleton.ca) to set up an appointment.

**Make sure to add the course code and section in the subject line.**

#### **2. Email Policy**

**Emails to me should not include:**

- questions already addressed in the course outline, Brightspace, or the seminar
- requests for 'extra credit assignments'
- questions about whether required readings are required

Every student is expected to have a Carleton email address and to check it regularly. If there is a matter that you should know about regarding the course, you may be sent an email on your Carleton account. University policy dictates that Professors will not send emails to students at any other addresses. Read and respond to email between 8:30am-5:00pm on weekdays. Emails will generally be returned within 2-3

days. **Make sure to add the course code and section in the subject line.**

### 3. Assignments & Extensions

Remember to keep an extra copy of any assignment that is submitted for evaluation. If you require an extension for an assignment, please make arrangements **with me at least 48 hours before it is due.**

### 4. Discussing Your Grade

**Please wait at least 24 hours before contacting me** if you would like additional feedback about your grade. If you would like to contest your grade, you must provide written rationale for how you were able to meet the requirements for each component of the assignment.

## EVALUATION

**All evaluative components must be completed to pass the course**

A. Reading Summaries	20% (4 x 5%)	Day of selected reading
B. Artifact Sharing	20% (5 x 4%)	Throughout the term (weeks 2-12)
C. Problem Based Learning: Written Assignment	20% (2 x 10%)	February 25
D. Cultural Portfolio	40%	Final day of term

**Please note:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## EVALUATIVE COMPONENTS

### A. Reading summaries – 20% (4x5%)

This assignment will require you to succinctly summarize one of required readings for each week that has been identified in the schedule (see readings in bold). *In your own words*, you must accurately relay the overarching argument and conclusions that the author is advancing. This is not a reflection piece. You are not meant to evaluate the arguments presented but rather to demonstrate your understanding of them. Reading summaries are designed to help you synthesize complicated arguments, encourage you to keep up with the readings, help you engage with the ideas and questions posed in the course, and ensure that you have a grasp of course material. Do not use direct or block quotes, and instead rely on your own interpretation of what the author is saying.

Each reading summary should be about 500 words (approximately 2 double-spaced pages) and must be submitted on Brightspace **before 8:30 am on the day of the class that the readings are required.** While you may submit the summaries before they are due, please note that they will be graded only after the submission due date.

### B. Sharing Cultural Artifacts – 20% (5x4%)

In every seminar session (with the exception of the first class), there will be time dedicated following the class break to share one of the cultural artifacts that you have been collecting for your final cultural portfolio. The sharing of artifacts will provide you with an opportunity to receive informal feedback on your selection. Each presentation should be about 2-5 minutes long. You will want to describe the artifact, where it is from, how you located it, and its relevance to the course. You must present 5 artifacts throughout the term. You may only present one artifact per class.

### C. Problem Based Learning Activity and Written Assignment– 20%

In this problem-based learning activity you will confront and grapple with challenges related to current terrorist designation practices and policies in Canada. This group activity will take place in the last hour of the class in seminar 4 (i.e., January 28). During the hour, your group will discuss contemporary social, theoretical, and philosophical stances on the rights to mobility, migration, and security in the designation of terrorists, including possible racist practices and policies that result from this security measure. From this discussion, you will present your responses through an individually written paper that is due at the end of seminar 6 (i.e., February 11). The paper should be about 1000-1250 words (approximately 4-5 pages) and should present the issues from your

perspective. There is no right or wrong answer, but you must support your position from an informed point of view (e.g., using scholarly sources, non-governmental/non-governmental reports, etc.).

#### **D. Cultural Portfolio - 40% Due on final day of the term**

Your cultural portfolio will be a collection of artifacts and analyses from everyday life and popular culture that represent the topic of crime, migration, and mobilities in contemporary times. These artifacts can include news stories, descriptions of TV programs, movies, or radio programs, conversations overheard or taken part in, advertisements, music, poetry, private reflections, or anything else that relates to our readings or represents the contemporary topic of crime, migration, and mobilities, and the institutional production and regulation of the criminalization of im/migration, crimmigration, or im/migration politics. This assignment is intended to provide you with the opportunity to engage with the course material as it relates to everyday life in the present context of the communities in which we live.

#### **Evaluation**

##### **1. Documenting Artifacts**

- |                                    |    |
|------------------------------------|----|
| 1) Originality                     | 10 |
| 2) Summary                         | 10 |
| 3) Discussion & relation to course | 20 |

##### **2. Analysis**

- |  |    |
|--|----|
| 1) Linking the artifacts thematically to the course, presenting and supporting arguments | 40 |
|--|----|

##### **3. Other**

- |   |    |
|---|----|
| 1) Mechanics, including title page and reference list             | 5  |
| 2) Referencing of artifacts, readings, and other course materials | 10 |

#### **Documenting Artifacts**

Document each artifact by providing:

1. A summary of its content.
2. A brief discussion of how it relates to the course, e.g., concepts, debates, discussions, etc.
3. A reference for the item.

It is strongly suggested that you **begin collecting your artifacts early and continue throughout the term**. There is no limit to the number of artifacts you may choose to select, but you must include at least 5 artifacts. Each documented artifact with summary, discussion, and reference should be about 250 words (approximately one page). These may include the artifacts that you will share with the class (see B above). You may not end up using all the artifacts that you have collected, but it is better to have a choice between them than to have none. This portion of your portfolio will be about 1250 words (approximately 5 pages) depending upon the number of artifacts you have selected.

#### **Analysis**

Following the documentation of the artifacts, you must include an analysis that focuses on the themes and/or ideas that you see represented in your portfolio. Your analysis should discuss how your portfolio represents contemporary cultural ideologies on crime, migration, and mobilities, and must include references to course concepts and readings. Your analysis must have a thesis statement and provide specific support for the argument/s you make drawn from your portfolio and course material. This portion of the portfolio should be about 2000-2500 words (approximately 8-10 pages).

**Total pages** = 3500-4500 words (approximately 13-16 double-spaced pages), excluding title page and bibliography.

Any academic citation style for the social sciences or humanities may be used as long as you remain consistent. The library provides a helpful list of acceptable academic guides <https://library.carleton.ca/guides/help/citing-your-sources>

## SCHEDULE

*Please note that occasionally the seminar schedule may vary slightly from the course outline*

Topic and Date	Required Readings	Important Information
<p><b>Seminar 1: January 7</b> Introduction to Crime, migration, and mobilities</p>	<p><b>Required reading:</b> * Arbel, Efrat and Alletta Brenner. 2013. Executive summary. In <i>Bordering on failure: Canada-U.S. border policy and the politics of refugee exclusion</i>, pp. 1-15. Harvard Immigration and Refugee Law Clinical Program.</p> <p>Supreme Court of Canada. 2023, June 16. Case in Brief: <i>Canadian Council for Refugees v. Canada (Citizenship and Immigration)</i> <a href="https://www.scc-csc.ca/case-dossier/cb/2023/39749-eng.aspx">https://www.scc-csc.ca/case-dossier/cb/2023/39749-eng.aspx</a></p>	
<p><b>Seminar 2: January 14</b> Settler colonialism, slavery, mobility, and migration: Focus on Canada</p>	<p><b>Required reading:</b> <b>Maynard, Robyn. 2017. “Of whom we have too many”: Black life and border regulation. In <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>, pp. 158-185. Winnipeg: Fernwood Publishing.</b></p> <p>Perzyna, Maggie and Harald Bauder. 2023. Threats from within and threats from without: Wet’suwet’en protesters, irregular asylum seekers and on-going settler colonialism in Canada, <i>Settler Colonial Studies</i>, 13:1, 71-95.</p>	<p><b>Required in class screening (partial):</b> Koenig, Wolf, Alanis Obomsawin, and Colin Neale (2009). <i>Kanehsatake 270 Years of Resistance</i>. Montreal: National Film Board of Canada.</p> <p><b>Reading summary on Maynard due</b></p>
<p><b>Seminar 3: January 21</b> Histories of criminalization of migration</p>	<p><b>Required reading:</b> Côté-Boucher, Karine. 2015. <i>Bordering citizenship in ‘an open and generous society’: The criminalization of migration in Canada</i>. In <i>The Routledge Handbook on Crime and International Migration</i>, pp. 75-90. Eds. Sharon Pickering and Julie Ham. New York: Routledge.</p> <p>Brand, Dionne. 2008. “We weren’t allowed to go into the factory until Hitler started the war’: The 1920s to 1940s”. In Barrington Walker (ed.), <i>The History of Immigration and Racism in Canada: Essential Readings</i>. Toronto: Canadian Scholars’ Press. 239-249.</p>	<p><b>Required in class screening:</b> <i>Who Gets In?</i> Montreal: National Film Board of Canada, 1989. Film. 52 min</p> <p>Canada Apologizes for Racist Incident 100 Years After Rejecting Komagata Maru Ship of 370 Immigrants. 2016, May 16. <i>Democracy Now</i>. 21 min.</p>
<p><b>Seminar 4: January 28</b> Securitization and manufacturing the im/migrant terrorist threat</p>	<p><b>Required reading:</b> Aiken, Sharryn J. 2000. Manufacturing “terrorists”: Refugees, national security and Canadian Law, Part 1. <i>Refuge, Canada’s Periodical on Refugees</i>, 19:3: 54-73.</p> <p>Razack, Sherene H. 2007. “Your client has a profile:”</p>	<p><b>In class Problem-Based Learning Activity:</b> <b>Attendance is mandatory</b></p>

	Race and national security in Canada after 9/11. In <i>Studies in Law, Politics and Society</i> . Published online: 3-40.	
<b>Seminar 5: February 4</b> Perspectives on Europe	<p><b>Required reading:</b> Aas, Katja Franko and Helene O.I. Gundhus. 2015. <b>Policing humanitarian borderlands: Frontex, human rights and the precariousness of life. <i>British Journal of Criminology</i>, 55: 1-18.</b></p> <p>Weber, Leanne and Benjamin Bowling. 2008. Valiant beggars and global vagabonds: Select, eject, immobilize. <i>Theoretical Criminology</i>, 12(3): 355-375.</p>	<p><b>Required in class screening:</b> Dying to Get in Illegal Immigration to the E.U.. New York, N.Y: Infobase, 2005. Film. 60 min.</p> <p><b>Reading summary on Aas and Gundhus due</b></p>
<b>Seminar 6: February 11</b> US perspectives: Focus on Mexico	<p><b>Required reading:</b> Doty, Roxanne Lynn. 2007. States of exception on the Mexico-U.S. border: Security, “decisions,” and civilian border patrols. <i>International Political Sociology</i>, 1: 113-137.</p> <p>Provine, Doris Marie and Roxanne Lynn Doty. 2011. The criminalization of immigrants as a racial project. <i>Journal of Contemporary Criminal Justice</i>. 27(3) 261-277.</p>	<b>Problem-Based Learning Written Assignment Due</b>
<b>Winter break: February 17-21</b>		
<b>Seminar 7: February 25</b> States, sovereignty, and im/migration	<p><b>Required reading:</b> Barker, Vanessa. 2017. Penal power at the border: Realigning state and nation. <i>Theoretical Criminology</i> 21(4) 441–457.</p> <p><b>Walia, Harsha. 2013. What is border imperialism? In <i>Undoing Border Imperialism</i>, pp. 38-78. Ed. Harsha Walia, Fwd. Andrea Smith. Oakland: AK Press.</b></p>	<b>Reading summary on Walia due</b>
<b>Seminar 8: March 4</b> Studies of ‘policing migration’ and crimmigration	<p><b>Required reading:</b> Armenta, Amada. 2017. Racializing crimmigration: Structural racism, colorblindness, and the institutional production of immigrant criminality. <i>Sociology of Race and Ethnicity</i>. 3(1) 82-95.</p> <p>Moffette, David and Anna Pratt. 2020. Beyond criminal law and methodological nationalism: Borderlands, jurisdictional games, and legal intersection. In <i>Contemporary Criminological Issue: Moving Beyond Insecurity and Exclusion</i>, pp. 15-39. Eds. Carolyn Côté-Lussier, David Moffette, Justin Piché. University of Ottawa Press.</p>	

<p><b>Seminar 9: March 11</b> Surveillance, im/mobility, and practices of (in)security: Focus on Palestine</p>	<p><b>Required reading:</b> <b>Tatour, Lana. 2019. Citizenship as domination: Settler colonialism and the making of Palestinian citizenship in Israel. Available at SSRN 3533490.</b></p> <p>Chubin, Fae and Manuel A. Ramirez., 2021. Securing racial borders: A comparative study of settler racial ideology and state border violence. <i>Sociological Inquiry</i>, 91(4)778 - 801.</p>	<p><b>Reading summary on Tatour due</b></p>
<p><b>Seminar 10: March 18</b> Human Smuggling</p>	<p><b>Required reading:</b> Sanchez, Gabriella. 2018. Sanchez, Gabriella. 2018. Portrait of a human smuggler: race, class, and gender among facilitators or irregular migration on the US–Mexico border. In <i>Race, Criminal Justice, and Migration Control: Enforcing the Boundaries of Belonging</i>, Eds. Mary Bosworth, Parmar, Alpa, and Vázquez, Yolanda, Ch. 2, pp. 29-42. Oxford University Press.</p> <p>Van Liempt, Ilse and Stephanie Sersli. 2013. State responses and migrant experiences with human smuggling: A reality check. <i>Antipode</i>, 45 (4) 1029-1046.</p>	
<p><b>Seminar 11: March 25</b> Detention and deportation</p>	<p><b>Required reading:</b> Dawson, Carrie. 2016. In plain sight: Documenting immigration detention in Canada. <i>Migration, Mobility, &amp; Displacement</i> 2 (2): 126-140.</p> <p><b>Crosby, Andrew. 2021. Reverberations of empire: criminalisation of asylum and diaspora dissent in Canada. <i>Critical Studies on Terrorism</i> 14(2) 179-200.</b></p> <p>*Global Detention Project. 2023. <a href="https://www.globaldetentionproject.org/">https://www.globaldetentionproject.org/</a></p>	<p><b>Reading summary on Crosby due</b></p>
<p><b>Seminar 12: April 1</b> Resistance and solidarity: Reflections on Crime, Migration, Mobilities</p>	<p><b>Required reading:</b> Gardner, Karl. 2024. Indigenous Anti/Deportation: Contesting Sovereignty, Citizenship, and Belonging in Canada and Australia. <i>Social &amp; Legal Studies</i>, 33(2): 168–90.</p> <p>Villegas, Paloma E. 2020. Creative Practices amid Internal Borders in North of El Norte: Illegalized Mexican Migrants in Canada. UBC Press, Chapter 8, pp. 213-233.</p>	<p><b>CULTURAL PORTFOLIO due on last day of the term</b></p>

**END OF TERM. HAVE A LOVELY SUMMER BREAK!**

**PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

**INTELLECTUAL PROPERTY**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

**STATEMENT ON STUDENT MENTAL HEALTH**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/>

**ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes can be found at the below link: <https://students.carleton.ca/course-outline>