

**Course Outline**

<b>COURSE:</b>	<b>CRCJ 4001A - Special Topics in Criminology: Crime, Migration, and Mobilities</b>
<b>TERM:</b>	<b>Fall 2019</b>
<b>PREREQUISITES:</b>	<b>Fourth-year standing in the B.A. Honours program in Criminology and Criminal Justice</b>
<b>CLASS:</b>	<b>Day &amp; Time: Mondays 11:35-14:25 **Please note that the last class will be held on Friday, Dec 6**</b>
	<b>Room: Please check with Carleton Central for current room location.</b>
<b>INSTRUCTOR:</b>	<b>Dr. Madalena Santos</b>
<b>CONTACT:</b>	<b>Office: Loeb C576</b>
	<b>Office hours: TBA</b>
	<b>Telephone: 613-520-2600 ext. 1194</b>
	<b>Email: <a href="mailto:madalenasantos@cunet.carleton.ca">madalenasantos@cunet.carleton.ca</a></b>

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**Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2019-20 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

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**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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**COURSE DESCRIPTION**

This course provides an introduction to the topic of the crime, migration, and mobilities through a critical criminological lens. We will examine 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 merging of immigration and criminal law in what has been termed “crimmigration”. We begin by reviewing historical structures and processes of migrant exclusion/inclusion in Canada and legal definitions of im/migration. 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 resistance and solidarity efforts against the criminalization of im/migration.

**LEARNING OUTCOMES**

- ~ Students will be able to understand important theories and concepts related to im/migration, mobility and the criminalization of im/migration from Canadian as well as European and US perspectives.
- ~ Students will be able to demonstrate their analytical skills on crime, migration, and mobilities through writing and speaking activities and assignments.
- ~ Students will be able to conduct communal learning practices through participation in classroom discussion activities.
- ~ Students will be able to demonstrate their knowledge of the material and engagement with course theories and concepts through a group facilitated seminar.
- ~ Students will be able to show their active engagement with the course material as it relates to their everyday lives and communities through the production of a cultural portfolio.

**REQUIRED TEXTS**

- ~ All journal articles and book chapters can be accessed and downloaded in PDF format on Ares through cuLearn.

**USEFUL RESOURCES**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4<sup>th</sup> floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

**POLICIES****(i) Contact with Professor**

I will be available for consultation with students during my office hours or by appointment. Please e-mail me

using the cuLearn e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

### **(ii) E-mail Policy**

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

### **(iii) Late Assignments:**

Late assignments will be penalized one percentage point per day to a maximum of five percent. Late assignments will not be accepted after the fifth day. Any assignments submitted five days after the due date will receive a grade of 0. Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.

Students submitting late assignments must submit a hard copy of the assignment to the Institute of Criminology and Criminal Justice drop-box and an electronic version via cuLearn. The Institute of Criminology and Criminal Justice drop-box is located on the wall outside the Institute's door at C562 Loeb Building. Students are responsible to keep an extra copy of any assignment that is submitted for evaluation.

**Please note that there are no late submissions for the final cultural portfolio.**

### **EVALUATION**

A. Participation (including discussion questions)	20%	Ongoing
B. Critical summaries	20% (4 x 5%)	Due: Online on day of readings
C. Seminar facilitation	20%	On day of readings
D. Cultural Portfolio	40%	Due: 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.

### **A. Participation – 20%**

This grade will be based on your participation in the course. Contributing to class discussions will help you to articulate your understanding and opinions of the ideas and information presented in the course and enable you to directly engage with the course material. Becoming a good listener is as important as being an active speaker for thoughtful and purposeful engagement in the course.

Being appropriately engaged as a participant throughout the semester includes: being present, doing the assigned readings, participating in class discussion, posting questions to the discussion board, completing assignments and meeting deadlines. Further explanation is below:

- a. *Preparedness*: You must be prepared for each class. Answering questions and engaging in class discussions will demonstrate that you have prepared.
- b. *Respect*: For those who are *not* speaking, this means you should be listening to and learning from your colleagues; for those who *are* speaking, this means being prepared and making time for others to participate in

class. In addition, individuals have differing views on issues. To ensure that everyone will feel comfortable sharing their ideas and views, we will all listen and respond respectfully.

c. *Attendance*: To be successful in this course, you must attend. You are, however, allowed one absence (excused or unexcused). Please notify me in advance via email if you know you will be absent from class.

d. *Tardiness and leaving early*: Be mindful of your colleagues. Late attendance and leaving early are disruptive to the class. As much as possible, get to class on time and stay for the full session. In exceptional cases which require accommodation, please speak with me beforehand.

e. *CuLearn Discussion Board Questions*: As part of your participation grade, you are required to post five thoughtful theoretical or conceptual questions during the course:

- i. Your question should present an issue for the week's in-class discussion. This can also include a response to a posted question about the week's readings but should also aim to continue the discussion.
- ii. Please provide a brief summary of the reading in order to contextualize the question you pose.
- iii. To get credit for a question, you must attend the class when we discuss the reading. The question or response must be posted to the course discussion board by 9:00 AM on the day for which the reading was assigned. Late questions will not count toward your five question total. Please ensure that when you submit your question, it is set up for all your classmates to receive your submission.

## **B. Critical summaries – 20%**

You are required to write four (4) critical summaries from the assigned readings. You may choose which articles or book chapters you would like to summarize, but they must be academic texts (i.e., not reports, blog posts, or other media-marked with an \*). Please plan ahead to avoid leaving all your work to the end of the term.

Critical summaries are designed to help you synthesize complicated arguments, encourage you to keep up with the readings, and most of all, to help you come to class with ideas, questions, and thoughts to contribute to seminar discussions. Each critical summary is worth 5% (for a total of 20% of the course grade). Each summary should be approximately 2 double spaced pages and should be submitted prior to class via a link on cuLearn. Summaries will be graded based on the summary requirements below.

The summary should include the following:

1. A concise and specific explanation of the main goals of the text. What does/do the author(s) aim to achieve? Make sure to name the author(s).
2. The specific arguments advanced by the author(s) in the text.
3. The theories/theoretical frameworks and/or concepts that are engaged with in the text. These may be contested within the piece.
4. The specific conclusion of the text.

## **C. Seminar facilitation - 20%**

In week 2 of the term, seminar facilitation groups will be selected and together you will choose one reading from weeks 6 - 12 that your group will be responsible for facilitating as a seminar discussion. You will need to have a solid understanding of the central questions, key arguments, and take-away message of the reading.

To facilitate a discussion of your reading your group will need to come to class with discussion questions, some sort of facilitation exercise (e.g., small group discussions, imaginative exercises, structured debates, contemporary news issue that helps ground a discussion, video clips, etc.). Your discussion questions/activities should be carefully considered and original. Please feel free to discuss with me any ideas you might want to try out.

All class facilitation documentation (PowerPoint presentations, speaking notes, etc.) should be submitted to me in an electronic copy at the end of the facilitation.

#### **D. Cultural Portfolio - 40% Due on last 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 can include print or online 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.

Artifacts: Document each artifact by providing: 1. a summary of its content, 2. a brief discussion of how it relates to the course through readings or class discussions, and 3. a reference for the item. Each documented artifact with summary, discussion and reference should be approximately one page. There is no limit to the number of artifacts you may choose to select, but you must include at least 5 artifacts. This portion of your portfolio will be 5-10 pages long depending upon the number of artifacts you have selected.

Analysis: At the end of the portfolio, you must include a 10-15 page analysis that focuses on the themes or ideas that you see represented in your portfolio. If you would like, you may create your portfolio around a particular theme. Your analysis should discuss how your portfolio represents contemporary cultural ideologies on crime, migration, and mobilities, and must include references to course readings. Your analysis should have a thesis statement and specific support for your argument that is drawn from your portfolio and course material.

Total pages = 15-20 pages, excluding title page and bibliography.

**NOTE:** All assignments should use a reasonably sized font (e.g., 12 point Arial or Times New Roman Font) and be double-spaced. Any citation style may be used as long as you remain consistent.

#### **CULTURAL PORTFOLIO EVALUATION:**

##### **Documenting Artifacts**

Originality	10
Summary	10
Discussion & relation to course	20

##### **Analysis**

Linking the artifacts thematically to the course, presenting and supporting arguments	50
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##### **Other**

Mechanics	5
Referencing of artifacts, readings, and other course materials, including guest lectures	5

## **OTHER CONCERNS**

**September 30, 2019** is the last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#) (financial withdrawal). Withdrawals after this date will create no financial change to Fall term fees and will result in a grade(s) of WDN appearing on your official transcript.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>

### **Statement on Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

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).

**SCHEDULE**

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

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**Seminar 1: September 9 Introduction to Crime, migration, and mobilities**


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**Reading:**

Arbel, Efrat and Alletta Brenner. 2013. Executive summary. In *Bordering on failure: Canada-U.S. border policy and the politics of refugee exclusion*, pp. 1-15. Harvard Immigration and Refugee Law Clinical Program.

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**Seminar 2: September 16 Histories of criminalization of migration in Canada**


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**Readings:**

Côté-Boucher, Karine. 2015. Bordering citizenship in ‘an open and generous society’: The criminalization of migration in Canada. In *The Routledge Handbook on Crime and International Migration*, pp. 75-90. Eds. Sharon Pickering and Julie Ham. New York: Routledge.

Wright, Cynthia. 2013. The museum of illegal immigration: Historical perspectives on the production of non-citizens and challenges to immigration controls. In *Producing and negotiating non-citizenship: Precarious legal status in Canada*, pp. 31-54. Eds. Luin Goldring and Patricia Landolt. Toronto: U of T Press.

**Selection of seminar facilitation groups & reading.**


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**Seminar 3: September 23 Securitization and manufacturing the im/migrant terrorist threat**


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**Readings:**

Aiken, Sharryn J. 2000. Manufacturing “terrorists”: Refugees, national security and Canadian Law, Part 1. *Refuge, Canada’s Periodical on Refugees*, 19:3: 54-73.

Pratt, Anna. 1999. Dunking the doughnut: Discretionary power, law, and the administration of the Canadian immigration act. *Social & Legal Studies*, 8(2): 199-226.

Razack, Sherene H. 2007. “Your client has a profile:” Race and national security in Canada after 9/11. In *studies in Law, Politics and Society*. Published online: 3-40.

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**Seminar 4: September 30 Settler colonialism, slavery, mobility, and migration**


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**Readings:**

Bhatia, Amar. 2013. We are all here to stay: Indigeneity, migration, and decolonizing the treaty right to be here. *Windsor Yearbook of Access to Justice*, 31(2): 39-64.

Maynard, Robyn. 2017. “Of whom we have too many”: Black life and border regulation. In *Policing Black Lives: State Violence in Canada from Slavery to the Present*, pp. 158-185. Winnipeg: Fernwood Publishing.

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**Seminar 5: October 7 European perspectives**


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**Readings:**

Aas, Katja Franko and Helene O.I. Gundhus. 2015. Policing humanitarian borderlands: Frontex, human rights and the precariousness of life. *British Journal of Criminology*, 55: 1-18.

Aliverti, Ana. 2012. Making people criminal: The role of the criminal law in immigration enforcement. *Theoretical Criminology*, 16(4): 417-434.

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**October 14 Statutory holiday**


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**October 21-25 Fall break, no classes**


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**Seminar 6: October 28 US perspectives: Focus on Mexico**


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**Readings:**

De Genova, Nicholas P. 2002. Migrant “illegality” and deportability in everyday life. *Annual Review of Anthropology*, 31: 419-447.

Doty, Roxanne Lynn. 2007. States of exception on the Mexico-U.S. border: Security, “decisions,” and civilian border patrols. *International Political Sociology*, 1: 113-137.

Provine, Doris Marie and Roxanne Lynn Doty. 2011. The criminalization of immigrants as a racial project. *Journal of Contemporary Criminal Justice*. 27(3) 261-277.

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**Seminar 7: November 4 States, sovereignty, and im/migration**


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**Readings:**

Barker, Vanessa. 2017. Penal power at the border: Realigning state and nation. *Theoretical Criminology* 21(4) 441-457.

Krasmann, Susanne. 2007. The enemy on the border: Critique of a programme in favour of a preventive state. *Punishment & Society*, 9 (3) 301-318.

Walia, Harsha. 2013. What is border imperialism? In *Undoing Border Imperialism*, pp. 38-78. Ed. Harsha Walia, Fwd. Andrea Smith. Oakland: AK Press.

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**Seminar 8: November 11 Studies of ‘policing migration’ and crimmigration**


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**Readings:**

Aas, Katja Franko. 2011. “Crimmigrant” bodies and bona fide travelers: Surveillance, citizenship and global governance. *Theoretical Criminology*, 15(3): 331-346.

Armenta, Amada. 2017. Racializing crimmigration: Structural racism, colorblindness, and the institutional



production of immigrant criminality. *Sociology of Race and Ethnicity*. 3(1) 82-95.

Weber, Leanne and Benjamin Bowling. 2008. Valiant beggars and global vagabonds: Select, eject, immobilize. *Theoretical Criminology*, 12(3): 355-375.

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**Seminar 9: November 18    Surveillance, im/mobility, and practices of (in)security: Focus on Palestine**

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**Readings:**

Abujidi, Nurhan. 2013. Surveillance and spatial flows in the occupied Palestinian territories. In *Surveillance and Control in Israel/Palestine*, pp. 313-334. Eds. Elia Zureik, David Lyon, and Yasmeen Abu-Laban. Routledge: New York.

Abu-Zahra, Nadia and Adah Kay. 2013. Registration and denationalization. In *Unfree in Palestine: Registration, Documentation and Movement Restriction*, pp. 20-46. Palgrave Macmillan: New York.

Griffiths, Mark and Jemima Repo. 2018. Biopolitics and checkpoint 300 in occupied Palestine: Bodies, affect, discipline. *Political Geography*. 65: 17-25.

**Suggested reading:**

\*Photo essay: Razowsky, K. Flo. 2018. Up Against the Wall, *NACLA Report on the Americas*, 50:1, 74-81.

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**Seminar 10: November 25    Human Smuggling**

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**Readings:**

Baird, Theodore and Ilse van Liempt. 2015. Scrutinising the double disadvantage: knowledge production in the messy field of migrant smuggling, *Journal of Ethnic and Migration Studies*, 1-18.

Sanchez, Gabriella. 2018. Portrait of a human smuggler: Race, class, and gender among facilitators of irregular migration on the US–Mexico border. In *Race, Criminal Justice, and Migration Control: Enforcing the Boundaries of Belonging*, Eds. Mary Bosworth, Parmar, Alpa, and Vázquez, Yolanda, Ch. 2, pp. 29-42. Oxford University Press.

Van Liempt, Ilse and Stephanie Sersli. 2013. State responses and migrant experiences with human smuggling: A reality check. *Antipode*, 45 (4) 1029-1046.

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**Seminar 11: December 2    Detention and deportation: The imprisonment of migrants**

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**Readings:**

Dawson, Carrie. 2016. In plain sight: Documenting immigration detention in Canada. *Migration, Mobility, & Displacement* 2 (2): 126-140.

Mejivar, Cecilia, Cervantes, Andrea Gomez, and Daniel Alvord. 2018. The expansion of “cimmigration,” mass detention, and deportation. *Sociology Compass*, 1-15.

Willen, Sarah S. 2010. Citizens, “real others, and “other” others: The biopolitics of otherness and the deportation of unauthorized migrant workers from Tel Aviv, Israel. In *The Deportation Regime: Sovereignty, Space and the Freedom of Movement*, Eds. Nicholas De Genova, and Nathalie Peutz, Ch.9, 262-294. Durham, NC: Duke

University Press.

**Suggested readings:**

\*Report of the 2017/2018 External Audit (Detention Review). Retrieved from <https://irb-cisr.gc.ca/en/transparency/reviews-audit-evaluations/Pages/ID-external-audit-1718.aspx>

\*Global Detention Project. 2018. <https://www.globaldetentionproject.org/>

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**Seminar 12: December 6 Resistance and solidarity: Reflections on the Crime, Migration, Mobilities**

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**Readings:**

Dauvergne, Catherine. 2008. On being illegal. In *Making People Illegal: What Globalization Means for Migration and Law*. Chapter 2, pp. 9-28. Cambridge: Cambridge University Press.

Stone-Cadena, Victoria. 2016. Indigenous Ecuadorian mobility strategies in the clandestine migration journey. *Geopolitics* 21(2): 345-65.

Waves of Resistance Roundtable. 2013. In *Undoing Border Imperialism*, pp. 205-244. Ed. Harsha Walia, Fwd. Andrea Smith. Oakland: AK Press.

**CULTURAL PORTFOLIO due in class or by 4pm in the Criminology Drop Box, C562 Loeb**

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**End of term. Thank you for your participation on this journey. Have a lovely winter break!**