

Criminal Justice 4324 Immigration Issues

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Text:

Ramiro Martinez Jr., Abel Valenzuela Jr. (2006) Immigration and Crime: Race, Ethnicity, and Violence. NYU Press ISBN: 9780814757055

Course Description and Objectives:

This course will focus on the history and development of immigration patterns and policies in the United States. Emphasis will be placed on policy issues as related to the work of Criminal Justice practitioners, particularly in the post 9-11 world. Students will also be expected to analyze policy impact on various groups of immigrants.

Criminal Justice Undergraduate Program Learning Objectives (PLOs)

PLO 1. Demonstrated knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities of criminal justice professionals. The ability to identify, assess, and compare Constitutional protections and individual rights and recognize violations of those Rights. Workable knowledge of the most significant legal challenges to criminal justice policy and the resulting changes to those policies.

PLO 2. Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

PLO 3. Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.

Course Delivery:

This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for

this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to <https://techassist.sulross.edu/> If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

Requirements:

Final grades for this course will be based on your performance on the following items: 1 Midterm exam (30%), 1 Final Exam (30%), Discussion Questions (20%), and 2 News Article Summaries (20%).

Tests:

The Midterm and Final Exam will cover one half of the book each, and the related Discussion Questions. These exams will consist of multiple choice. The Exam schedule will be listed under the exams section. There will be no make-ups for these exams.

Discussion Questions:

Each week there will be 1-2 discussion questions posted on the discussion board of Blackboard. Students will need to log frequently in order to deal with these questions in a timely manner. Students will also be expected to respond to the information posted by other students which may mean logging in several times a week. Rules for the content of the responses will be posted under the assignment section for this class. Students are expected to contribute in significant ways to the discussion boards, based on the readings, but also on personal experience and knowledge gained through other course work, media reports, etc. This portion of the course is expected to replace the normal dialog that would occur within an in-class course and students will be expected to have a thorough knowledge of the subjects being discussed. This should mean that students will have to do outside research.

Student Café:

To enhance the discussion of the course and ensure that students have a mechanism to seek answers to both course related and outside questions, a Student Café area has been posted in the Discussion Board area. Students may post any question or helpful information they wish to share with their fellow students and the professor. It is not required that students post anything here and this is not a part of the course grade. It is for student benefit only. Posts may not be abusive or otherwise offensive.

News Summary Assignment:

Students will be required to find 2 news items related in some way to Immigration. Students should summarize the main points and post it to the discussion board. Each student will then be required to comment in a meaningful way on at least 3 of these posts. Students are not required to comment on all of the posts. Rules for this assignment are posted in the assignment section of the class.

Code of Conduct: This is a graduate level course and students are expected to behave as professional adults. Students are expected to do their own work on all tests and assignments. Cheating and plagiarism on tests or assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one’s own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Open discussion of course issues is encouraged, however, abusive, offensive or otherwise inappropriate language will not be tolerated – this includes profanity, racial/ethnic slurs, personal attacks on other members of the course, etc. Part of the learning process is learning to communicate effectively and professionally. A direct quote from a published source may occasionally contain such language, but use of the quote should be limited and explained – why is it necessary to use such quote?

Any assignment containing abusive, offensive, or profane language, or creating an offensive environment in the course will result in a grade of 0 for that assignment. The introductory question and the student café are not graded; however occurrences in these areas will result in 20 points per occurrence being subtracted from the overall Discussion Question grade – just like getting a 0 on one of the graded questions.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Important!

See your instructor promptly if you are having problems with your course work or are in need of special assistance.

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Accessibility Services Office, Ferguson Hall 112, Box C-122, (432) 837-8203.

**Tentative Course Schedule
(Subject to change as needed)**

Week 1 – January 19 –Introductory Discussion Question, Discussion Question 1
MLK Day holiday on the 18th so assignments begin on the 19th.

Week 2 – January 25 – Discussion Question 2, readings – Chapter 1

Week 3 – February 1 – Discussion Question 3, readings – Chapter 2

Week 4 – February 8 - Discussion Question 4, readings – Chapter 3

Week 5 – February 15 - Discussion Question 5, readings – Chapters 3-4

Week 6 – February 22 - Discussion Question 6, readings – Chapter 4

Week 7 – February 29 - Discussion Question 7, readings – Chapters 5

Week 8 – March 7 - Discussion Question 8, readings – Chapters 5

Midterm Exam – March 7-11

News Assignment 1 original post due March 11

Daylight Savings Time Begins – March 13 – Move clocks ahead one hour

Spring Break – March 14-18

Week 9 – March 21 - Discussion Question 9, readings – Chapter 6

Week 10 – March 28 - Discussion Question 10, readings – Chapters 6-7

News Assignment 1 responses to others due April 1

Week 11 – April 4 - Discussion Question 11, readings – Chapters 7-8

April 8 – last day to drop a class

News Assignment 2 original post due April 8

Week 12 – April 11 - Discussion Question 12, readings – Chapters 8-9

Week 13 – April 18 - Discussion Question 13, readings – Chapters 9-10

April 18 – Honors Convocation – 7:30 p.m. Marshall Auditorium

News Assignment 2 responses to others due April 22

Week 14 – April 25 - Discussion Question 14 – Chapter 10

Final Exam – May 4-10

May 16 - Graduation