



**Sul Ross State University**

**Criminal Justice 4324  
Immigration Law and Policy  
Spring: 2024**

**Professor:** Martin Guevara Urbina, Ph.D.  
Classroom: Web  
Class Meeting: Online

Office: 201 (Faculty Building)  
Phone: 830/703-4820 (office, direct line)  
Hours: Monday and Tuesday, 12:00 to 5:00p.m. Even though this is an online course, you are welcome to visit the Professor's office anytime.  
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**Program Learning Outcomes:**

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.
2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.
3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

**Marketable Skills for Criminal Justice Program:**

1. **Oral and Written Comprehension:** The ability to listen and understand information, ideas, and ideologies presented through spoken words; and the ability to read and conceptualize information, perspectives, and ideologies presented in writing. Broadly, oral and written communication involves active listening, speaking, and learning.
2. **Critical Thinking:** This includes the ability to engage in reflective and independent thinking, which is fundamental for relevant inquiry and productive innovation, analysis, and synthesis of information, ideas, and propositions.

3. **Problem Solving:** Utilizing a humanist and liberating praxis, empower students to strategically utilize triangulation strategies for evaluating, finding, creating, and implementing solutions to difficult or complex issues in a never-constant society.
4. **Leadership Ability:** Transformational leadership, vital for motivating, decision making, and inspiring vision for achieving positive results—a defined mission.

**Course Description and Objective:** *Immigration Law and Policy* will offer a comprehensive analysis of immigration in the United States and abroad. The focus will be primarily, but not exclusively, on the following: (1) an examination of formal US immigration laws, (2) the principal (main) policymakers influencing the nature and dynamics of immigration laws, (3) how, when, and why decision-makers (and other non-government individuals) opt to support or not support immigration laws, (4) the elements involved in the development and enforcement of immigration laws, and (5) the internal and external forces governing immigration laws. Specifically, the intent of this course is to provide students with a detailed understanding of **12** main topics, which are best expressed in the following questions:

1. Historically, what has been the **evolution** of immigration laws in the United States? To enhance our understanding of current immigration legislation, we must first explore the various laws implemented over the years to govern immigration and immigration related issues, events, and circumstances.
2. What are the purposes (rationale) of immigration laws?
3. Who are the most powerful actors/players in the development, enforcement, and administration of immigration laws? Who has played the most significant role in “shaping and reshaping” immigration legislation? What makes these individuals so powerful and influential in the immigration debate, which is “as old as” the United States itself?
4. Pragmatically, theoretically, philosophically, politically, economically, culturally, and socially, what are the dynamics of immigration law, as we know it today?
5. What FORCES (including the media) have driven and/or continue to drive the immigration debate and, by extension, immigration laws? Why?
6. What influence has immigration legislation played on the American society? There are a series of related questions that help shape our response to the first one: What have been the main “benefits” of past and current immigration laws? What, if any, have been the ramifications of prior or current legislation regarding immigration and related issues? How do the “benefits” compare to the “negative consequence” of past or currently immigration laws?
7. What is the significance of current immigration laws on the criminal justice system, to include law enforcement, the judicial system, and the correctional system?
8. What has been the role of immigration laws, historically, in shaping the nature deviance, crime, and public opinion? Secondary questions include: What do advocates of immigration law see as its main objectives? What do the critics of immigration law see as its main mission?

9. How successful have immigration laws been in achieving intended goals? Should the current immigration laws be retained, modified, or both? Is there a need for additional immigration laws? Ultimately, do immigrant laws really make a difference?
10. What myths surround immigration? And, what are their implications?
11. What are the implications and ramifications of “globalized immigration legislation and sanctions” on crime, the criminal justice system, and society?
12. What are the options/avenues for the establishment of a logical, effective, and just immigration laws? What is the future of immigration related laws in the US?

The next set of questions is essentially definitional in nature. It is essential that we share the same definitions of issues, events, situations, or problems if we are to come to a common understanding of both the problem and any possible remedies or solutions. As such, the class’s first segment deals with defining the concept of **immigration law and policy** and placing it in a global context, as we are now dealing with transnational crime and criminal justice systems that transcend boundaries and borders.

The last set of questions is more analytical. A particular truism about criminal behavior, law enforcement, jurisprudence, penology, criminological, sociological, and theoretical aspects of the nature of society is as follows: There are many typologies of policing, jurisprudence, penology, immigration law, criminological, sociological, and legal theories as there are authors writing textbooks about the subject. The five-fold approach, then, we will take is an amalgam of several such typologies:

*History*—As in other classes, we will make use of historical events, situations, and circumstances to better understand the subject matter by its totality. It is essential that we obtain an understanding and appreciation for historical ruptures and discontinuities as we try to bridge existing gaps. According to an African proverb, “Until lions have their own historians, histories of the hunt will glorify the hunter.”

*Theory*—Theoretically, we must investigate which theories provide the best guidance in our search for “truth and reality,” the *heart* of the judicial system.

*Law and Society*—In a society where most behavior is governed by some type of law, it is vital that we explore the relationship between law and society, the focal element of the American legal system. To some scholars, laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. In essence, why do we have laws? Do we need laws? Does law really makes a significant difference?

*Philosophy*—While penal, legal, sociological, and criminological theories might serve as “road maps” to everyday life, philosophy gives “meaning” to human existence. It enables us to better appreciate what matters most at the END of the day, and, more so, as we face our morality.

*Poetry*—Even though poetry is one of the oldest forms of dialogue, it is seldom mentioned in academic discussions. Yet, poetry allows us to transcend the unknown ... it allows us to dream the impossible ... to dream the impossible dream. “Invent the age, invent the metaphor. Without a credible structure of law a society is inconceivable. Without a workable poetry no society can conceive a [person].” --Archibald MacLeish, *Apologia*, 1972.

The final question has policy overtones. First, we must briefly look at the nature and process of human behavior, criminal behavior, and the US criminal justice system within an historical and legal context, with a focus on public safety, practicality, equality, and justice. Next, we turn to the more difficult task of linking criminal justice policy, sociological, psychological, legal, and criminological theory, particularly those we will review, to criminal behavior, legal rights, research, and practice, from an historical standpoint.

Overall, this course is designed to introduce you to the evolution and dynamics of **Immigration Laws and Policies**, and placing our analysis within the broader sphere of globalization, including the globalization of knowledge. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

**Course Context:** As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, an historical examination will explore the influence of immigration law in the context of conquest, colonialism, slavery, and lynching? Students are expected to have the mentality and readiness for upper-level content and rigor.

**Course Structure:** This course will be presented in modules. Please note that the **ENTIRE** course will be taught online via Blackboard.

**Required Texts:**

Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (2018). *Immigration and the law: Race, citizenship, and social control*. Tucson, AZ: University of Arizona Press.  
[ISBN: 978-0816537624]

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas. [ISBN: 9780398091538]

**Optional Readings:**

Acuna, Rodolfo (2010). *Occupied America: A History of Chicanos*. Seventh edition. New York: Pearson Longman.

Acuna, Rodolfo (1998). *Sometimes There is no Other Side: Chicanos and the Myth of Equality*. Notre Dame: University of Notre Dame Press.

Almaguer, Tomas (2008). *Racial Fault Lines: The Historical Origins of White Supremacy in California*. Berkeley: University of California Press.

Aranda, Elizabeth M. (2006). *Emotional Bridges to Puerto Rico: Migration, Return Migration, and the Struggles of Incorporation*. Lanham, MD: Rowman & Littlefield Publishers.

Bacon, David (2009). *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*. Boston, MA: Beacon Press.

- Barrera, Mario (1979). *Race and Class in the Southwest: A Theory of Racial Inequality*. Notre Dame: University of Notre Dame Press.
- Bean, Frank D. and Stephanie Bell-Rose, eds. (1999). *Immigration and Opportunity: Race, Ethnicity, and Employment in the United States*. New York: Russell Sage Foundation Publications.
- Bender, Steven W. (2005). *Greasers and Gringos: Latinos, Law, and the American Imagination*. New York: New York University Press.
- Bonilla-Silva, Eduardo (2006). *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield Publishers.
- Bosworth, Mary and Jeanne Flavin, eds. (2007). *Race, Gender, and Punishment: From Colonialism to the War on Terror*. Piscataway, NJ: Rutgers University Press.
- Butcher, Kristin F. and Anne Morrison Piehl (2005). "Why are Immigrants' Incarceration Rates so Low? Evidence on Selective Immigration, Deterrence, and Deportation." Available at: [http://www.chicagofed.org/publications/workingpapers/wp2005\\_19.pdf](http://www.chicagofed.org/publications/workingpapers/wp2005_19.pdf).
- Calavita, Kitty (2007). "Immigration, Social Control, and Punishment in the Industrial Era." In *Race, Gender, and Punishment: From Colonialism to the War on Terror*, M. Bosworth and J. Flavin, eds. Piscataway, NJ: Rutgers University Press.
- Castaneda, Jorge G. (2009). *Ex Mex: From Migrants to Immigrants*. New York: The New Press.
- Chacon, Justin Akers and Mike Davis (2006). *No One is Illegal: Fighting Racism and State Violence on the U.S.-Mexico Border*. Chicago: Haymarket Books.
- Chavez, Leo R. (2008). *The Latino Threat: Constructing Immigration, Citizens, and the Nation*. Palo Alto, CA: Stanford University Press.
- De Genova, Nicholas P. and Ana Yolanda Ramos-Zayas (2003). *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. New York: Routledge.
- De Leon, Arnolando (1983). *They Called Them Greasers*. Austin: University of Texas Press.
- Delgado, Richard (2007). *The Law Unbound!: A Richard Delgado Reader*. Boulder, CO: Paradigm Publishers.
- Fox, Jonathan and Gaspar Rivera-Salgado, ed. (2004). *Indigenous Mexican Migrants in the United States*. Boulder, CO: Lynne Rienner Publishers.
- Galindo, Rene and Jami Vigil (2006). "Are Anti-Immigrant Statements Racist or Nativist? What Difference Does it Make?" *Latino Studies*, 4: 419-447.
- Gomez, Laura E. (2007). *Manifest Destinies: The Making of the Mexican American Race*. New York: New York University Press.
- Gomez, Laura E. (2000). "Race, Colonialism and the Criminal Law: Mexicans and the American Criminal Justice System in Territorial New Mexico." *Law and Society Review*, 34: 1129-1202.

- Gutierrez, David G., ed. (1997). *Between Two Worlds: Mexican Immigrants in the United States*. Wilmington: Jaguar Books.
- Jonas, Susanne and Catherine Tactaquin (2004). "Latino Immigrant Rights in the Shadow of the National Security State: Responses to Domestic Preemptive Strikes." *Social Justice*, 31: 67-91.
- Levin, Brian (2002). "From Slavery to Hate Crime Laws: The Emergence of Race and Status-Based Protection in American Criminal Law." *Journal of Social Issues*, 58: 227-245.
- Lopez, Ian F. Haney (2006). *White by Law: The Legal Construction of Race*. New York: New York University Press.
- Lopez, Ian F. Haney (2004). *Racism on Trial: The Chicano Fight for Justice*. Cambridge, MA: Belknap Press.
- Martinez, Ramiro (2002). *Latino Homicide: Immigration, Violence, and Community*. New York: Routledge.
- Massey, Douglas S., Jorge Durand, and Nolan J. Malone (2003). *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation Publications.
- Mata, Alberto (1998). "Stereotyping by Politicians: Immigrants Bashing and Nativist Political Movements." In C. Mann & M. Zatz (Eds.), *Images of Color, Images of Crime*. Los Angeles: Roxbury.
- Mirande, Alfredo (1987). *Gringo Justice*. South Bend: Notre Dame Press.
- Press, Eyal (2006). "Do Immigrants Make us safer?" *The New York Times*, December 3.
- Rumbaut, Ruben, Roberto G. Gonzales, Golnaz Komaie, Charlie V. Morgan, and Rosaura Tafoya-Estrada (2006). "Immigration and Incarceration: Patterns and Predictors of Imprisonment Among First- and Second Generation Young Adults." In Ramiro Martinez and Abel Valenzuela (eds.), *Immigration and Crime: Race, Ethnicity, and Violence*. New York: New York University Press.
- Stritikus, Tom (2002). *Immigrant Children and the Politics of English-Only*. New York: LFB Scholarly Publishing.
- Walker, Samuel (1997). *Popular Justice: A History of American Criminal Justice*. Second edition. New York: Oxford University Press.
- Welch, Michael (2007). "Immigration Lockdown Before and After 9/11: Ethnic Constructions and Their Consequences." In M. Bosworth and J. Flavin (eds.), *Race, Gender, and Punishment: From Colonialism to the War on terror*. Piscataway, NJ: Rutgers University Press.
- Welch, Michael (2006). *Scapegoats of September 11<sup>th</sup>: Hate Crimes and State Crimes in the War on Terror*. New Brunswick, NJ: Rutgers University Press.
- Welch, Michael (2002). *Immigration Laws and the Expanding I.N.S. Jail Complex*. Philadelphia: Temple University Press.

## **Recommended Readings**

### **Books:**

- Alvarez, Sofia Espinoza and Martin Guevara Urbina, eds. (2018). *Immigration and the law: Race, citizenship, and social control*. Tucson, AZ: University of Arizona Press.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2018). *Hispanics in the U.S. criminal justice system: Ethnicity, ideology, and social control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2017). *Ethnicity and criminal justice in the era of mass incarceration: A critical reader on the Latino experience*. Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara and Claudia Rodriguez Wright (2016). *Latino access to higher education: Ethnic realities and new directions for the twenty-first century*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21<sup>st</sup> century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.
- Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2003/2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

### **Book Chapters:**

- Urbina, Martin Guevara and Ilse Aglaé Peña (2018). "Policing borders: Immigration, criminalization, and militarization in the era of social control profitability." In *Spatial policing: The influence of time, space, and geography on law enforcement practices*, edited by Charles Crawford. Durham, NC: Carolina Academic Press.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "U.S. immigration laws: The changing dynamics of immigration through time." In *Immigration and the law: Race, citizenship, and social*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.

- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "Immigration, criminalization, and militarization in the age of globalization." In *Immigration and the law: Race, citizenship, and social control*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2018). "Immigration laws and social control movements: Situating the realities of immigration in the twenty-first century." In *Immigration and the law: Race, citizenship, and social control*, edited by Sofia Espinoza Alvarez and Martin Guevara Urbina. Tucson, AZ: University of Arizona Press.
- Urbina, Martin Guevara and Sofia Espinoza Álvarez (2018). "The Latino Condition in the Age of Mass Incarceration: Ethnicity, Diversity, Change, and Social Control." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Peña, Ilse Aglaé and Martin Guevara Urbina (2018). "The Legacy of Capital Punishment: Executing Mexicans and Other Latinos." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Álvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making It Outside." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara and Sofia Espinoza Álvarez (2018). "The New Frontier: Globalization, Latinos, and Criminal Justice." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Álvarez, Sofia Espinoza and Martin Guevara Urbina (2018). "The Future of Latinos and the U.S. Criminal Justice System." In *Hispanics in the U.S. Criminal Justice System: Ethnicity, Ideology, and Social Control* (2<sup>nd</sup> ed.). Springfield, IL: Charles C Thomas.
- Urbina, Martin Guevara (2016). "Life after prison for Hispanics." In *The new Latino studies reader: A twenty-first-century perspective*, edited by Ramon A. Gutierrez and Tomas Almaguer. Berkeley: University of California Press.
- Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). "Situating the current state of research on Latino police and ethnic community in twenty-first century America." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "Bridging the gaps and future research: Thinking ahead." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). "Policy recommendations: Toward a new police force." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.



- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). “The future of Latino officers in the American police.” In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). “From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge.” In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). “It’s a new world: The changing dynamics of multiculturalism.” In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2014). “The future of U.S. multiculturalism: Si se puede.” In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Peña, Ilse Aglaé and Martin Guevara Urbina (2012). “The legacy of capital punishment: Executing Latinas and Latinos.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). “The dynamics of education and globalization in the new millennium: The unspoken realities.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). “Ethnic constructions: The making of the upcoming majority, Latinas and Latinos.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). “Indigent defendants and the barriers they face in the U.S. court system.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). “Life after prison: Ethnic, racial, and gender realities.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Urbina, Martin Guevara (2012). “The American criminal justice system and the future of Latinos and Latinas.” In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.
- Nieling, Sara and Martin Guevara Urbina (2008). “Epilogue: Thoughts for the future.” In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

**Refereed (Peer-Reviewed) Journal Articles:**

Urbina, Martin Guevara and Ilse Aglaé Peña (2018). "Crimmigration and Militarization: Policing Borders in the Era of Social Control Profitability." *Sociology Compass*, December, 1-16.

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2016). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, 14: 33-58.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.

Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "*In loco parentis*: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.

Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.

Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.

Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum*, 20: 4-12.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum*, 20: 4-16.

Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.

Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.

Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.

- Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.
- Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice*, 2: 91-118.
- Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.
- Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.
- Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly*, 21: 903-931.
- Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.
- Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.
- Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

#### **Encyclopedia, Magazine, and Other Publications:**

- Urbina, Martin Guevara and Ilse Aglaé Peña (2019). "Capital Punishment in the U.S.: Doing Justice or an Illusion of Justice, Legitimated Oppression, and Reinforcement of Structural Hierarchies." *UCLA Law Review*, 66: 1762-1816.
- Byxbe, Ferris and Martin Guevara Urbina (2017). "The New Face of Capital Punishment: Nitrogen Asphyxiation." *LAE Journal*, 45-48.
- Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.
- Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)
- Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.
- Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.
- Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

**Activities/Participation:**

Please complete the **reading** assignments as assigned to avoid falling behind, and, more fundamentally, to capture the essence of the class. During the semester, I will be posting a question or a statement for you to **respond** (100 points) and post for ALL students to read. Again, please do NOT panic! If you do the reading, you should be fine. Participation in these “exercises” will be equated into your final grade.

**Weekly Assignments:**

There will be ten (10) *Weekly Assignments*, each worth 10 points for a total of 100 points. The Weekly Assignments will be discussed further the first week of class.

**Reviews (Book, Article, Movie):  
Required**

**Book Review** (50 points): For your *Book Reviews* you are asked to read and make critical judgment about **one** book (50 points). Here is the complete citation for the required book review:

- Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21<sup>st</sup> century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.

The Book Review is limited to 3 to 5 typed pages. The logistics of the Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

**Article Review** (50 points): An article will be provided (or posted online) your review and assessment.

**Movie Review** (50 points): A movie title will be provided (or posted online) for your review and assessment.

**Exams:**

There will be two (2) essay exams (midterm and final), each worth 100 points. Please arrange for make-up examinations **prior** to the date of the exam. The examinations will cover lecture materials, films, and reading assignments. Exams will contain open-ended questions (and a series of secondary questions).

**Project:**

The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed in class. Illustration: many agencies allow citizens to go in and observe. Some law enforcement agencies, for instance, allow “ride alongs.” Hence, you could arrange to participate in a series of “field” activities. At the end of the shift, write down what you observed. Describe how it compares with what you have learned in class (e.g., law, justice, immigration, and policy implications). For instance, based on your observations, what are the links between law, immigration, and practice?

Your project, which is **required** (100 points), will be **presented at the end of the semester**, if time allows. Papers (approximately 8 to 12 pages in length) must be typed.

Late papers will **not** be accepted. Do not turn in your only copy of any paper in case assignments are lost or destroyed.

**Mini-project:**

This should be a fun exercise that allows you to explore (critically) some aspect of **immigration** in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive “extra credit” points for completing mini-projects. If your mini-project is **adequate**, you will receive one point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will hand in a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of **immigration** in the criminal justice system or the American society in general.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material—especially critical issues/perspectives—when describing the phenomena you choose to explore.

**Grades:**

There are a total of 650 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (650) as follows:

Exams:	200 points
Weekly Assignments:	100 points*
Reviews:	150 points
Project:	100 points
Attendance/Participation:	100 points**
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<b>Total.....</b>	<b>650 points</b>

\*Tentatively, weekly assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 650) will add to more than 650 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 650) will add to less than 650 points.

\*\*Similarly, if the 100 participation points are either increased or reduced, only the total possible points for participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 650) will add to less (or more) than 650 points.

**Grade Distribution:**

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Note: Mini-project points will be added to your point total at the end of the course.

Please be aware of **class expectations, rules, and University/College Policies**, which follow:

**Attendance Policy:**

This course is “**Web**” based. Students are expected to log-on regularly, check the calendar for due dates and respond to all emails. Thus, it is to your advantage to log-on regularly. For instance, if you do not participate, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through discussion with other students. In the process, feel free to ask questions and/or make comments that might enhance our understanding of the **immigration law and policy** and related issues. Also, do not hesitate to share experiences that may help to enhance our understanding of the nature and significance of immigration within the context of the law. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

**Punctuality.** It is of extreme importance that you complete the readings and writing assignments on time to avoid falling beyond. I understand that it is not possible at times, but please do not make it a routine.

**Classroom etiquette.** Above all, always **respect** yourself and others; be **patient**; be willing to explore new ideas and perspectives; and restrict questions and comments to the topic being discussed.

**American with Disabilities Act:**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

**Remote/Online Courses Only - SRSU Distance Education Statement:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more

information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

### **Core Curriculum Courses:**

- **Critical Thinking.** Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Empirical & Quantitative Skills.** Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion.

### **Libraries:**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

### **Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect:**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Diversity Statement:**

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

**Incomplete Grades:**

PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify the Professor if they cannot make an assignment or will not be able to log-on to the class. Please call me at 830/758-5017 if you do not plan to participate in a class discussion question or feel you will be missing an assignment. If I do not hear from you in regards to missed assignments, I will NOT allow an excuse for the missed work.

**Drop Policy:**

If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record's Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

**The Sul Ross State University Quality Enhancement Plan (QEP):**

Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Sul Ross has developed a QEP called *Putting Your Words to Work* that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Sul Ross is committed to enhancing students' written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at SRSU. Students should expect to write and speak professionally in all courses, not just English classes. In this course, **Immigration Law and Policy**, students will write various papers and present student work to other students and the Professor, as discussed herein.

Again, I want this class to be useful to you in your future careers. And, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.



**Tentative\***  
**Schedule of Classes and Assignments**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>
Week 1	A note on terminology; Timeline; Introduction; Part One: Immigrants & the Economy	Introduction (pages 3 to 29)
Week 2	Immigration Law and Race	Chapters 1 & 2
Week 3	Social Control, Equality, and Justice	Chapters 3 & 4
Week 4	Immigrant Labor and Human Rights	Chapters 5 & 6
Week 5	Children of Immigrants, Diversity, and Multiculturalism	Chapters 7 & 8
Week 6	Myths and the Media	Chapters 9 & 10
Week 7	<b>“Reflection Week”:</b>  <b>Focus:</b> “Reflection Week” is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things “fits” into their broader academic career, professional life, and personal life.	
Week 8	Criminalization and Militarization	Chapter 11 & Conclusion
Week 9	The Latino Condition: Diversity, Change, and Social Control; Situating Conquest, Colonialism, Slavery, Ethnic Identity Formation, Citizenship, and Criminal Law in America	Chapters 1 & 2
Week 10	Historical and Contemporary Forces Governing Hispanic Criminal (In)Justice; Latinos in the United States: Understanding the Historical and Systemic Foundations of Racial Oppression	Chapters 3 & 4
Week 11	Criminalizing Mexican Identity: Privilege, Power, and Identity Formation; Policing the Barrios: Latinos and Law Enforcement Over the Years	Chapters 5 & 6
Week 12	Latino Police Officers, Policy, and Practice: Positive Police Reform or Reinforcement of Structural Hierarchies; Latinos and the U.S. Criminal Justice System: The Road to Prison	Chapters 7 & 8
Week 13	Life After Prison: Recommendations for Overcoming Legal Barriers, Community Reentry, and Steps for Making it Outside; The Thin Blue Line: Propositions for a New Police Force	Chapters 9 & 10
Week 14	The Minority Experience Through the Lens of the American Media: Eight Counter-Stereotyping Strategies; Manifestations of Historically Entrenched Racial Ideologies in American Education: Tools for Latino Students in the Twenty-First Century	Chapters 11 & 12
Week 15	The New Frontier: Globalization, Latinos, and Criminal Justice; The Future of Latinos and the Criminal Justice System: Bridging the Gaps and Future Research	Chapters 13 & 14
Week 16	<b>Focus:</b> As the final week of class, the various topics discussed during the semester will tie together, placing them within a broader framework. Concluding with recommendations for the future, as we continue the discourse on immigration laws.	

\*The syllabus is likely to be amended during the semester at the discretion of the Professor!

Note: Please check Calendar on Blackboard for **due dates!**

### Mini-Project Suggestions

1. With fellow students, family members, or friends, discuss the **making** of immigration laws, historically, within the context of **truth** and **reality**. THINK and REFLECT!
2. Find interesting stories in newspapers and magazines pertaining to immigration and related issues and detail a brief report. Explain what you find interesting about the stories, as projected through the lens of the media.
3. Watch a documentary, video, or movie that vividly documents the historical dynamics of American immigration law and write a brief reaction paper.
4. As listen of comments made by people around the country, including your own community, and see how their comments correspond with the actual realities of immigration law and related issues, events, or circumstances.
5. The next time there is an election, carefully compare the platforms of the candidates regarding immigration. How are their positions/ideologies on various issues different and how are they alike? Evaluate their positions based on what you have learned about the significance and dynamics of immigration law.