

SOC 427 — Immigration, Ethnicity and Crime
Winter 2018
Department of Sociology
University of Alberta

Professor Sandra Bucerius

Office: Room Tory 6-20, Department of Sociology

Email: bucerius@ualberta.ca

Office Hours: Mondays, 1 pm until 2 pm, or by appointment (please email)

Lecture Time: Tuesday and Thursday 11:00 til 12:20

Lecture Room: Tory 1-108

Telephone: 1- 780-492-3561

Prerequisites: SOC 225 or consent from instructor

Course Description:

Immigration and crime have a long tradition of being inextricably connected, not only in the public mind, but also among policymakers. Though the question whether there is a nexus between immigration and crime is discussed widely, a clear answer has yet to be found. Whether speaking of an immigration and crime nexus means that immigrants are thought to be more criminal *before* they migrate (i.e., criminal members of the sending society tend to migrate more often than non-criminal members), turn to a criminal lifestyle *after* settling in the new country (i.e., due to social, political, and/or economical exclusion), or become criminal *through the process* of immigration itself (hence, immigration *causes* immigrants or non-immigrants or even both to engage in crime) seems unclear. Fact is, that members of *some* disadvantaged minority groups in every Western country are disproportionately likely to be arrested, convicted, and imprisoned for violent, property, and drug crimes. However, not *all* disadvantaged immigrant groups have higher crime rates than the native-born. In fact, most have lower crime rates and recent research findings show that immigration may even contribute to a *decrease* of the overall crime rate

Though specifics vary from country to country, especially Western societies repeatedly state concerns about immigration and crime. Public opinion has frequently linked trends in immigration to social problems in the country, and has been particularly concerned about a possible relationship between rising numbers of immigrants and levels of crime and violence. In the public mind, the post 9/11 period has illuminated immigration and religion in the context of terrorism. As a result, many countries have begun to control immigration in the name of safeguarding their nations against terrorism. This discussion has become even stronger during the refugee crisis. At the same time, religious profiling and discrimination – especially against Muslim immigrants – seem to be increasing.

In this seminar, we will explore whether the public perception that immigration increases crime (and terrorism) is actually true. We will analyze the links between immigration and crime by looking at studies performed in Canada, the United States, Germany, and the Netherlands. The course will not only explore if and why immigrants commit more/less crimes, but will also look at the victimization of immigrants in the discussed countries. Moreover, by looking at the examples of Germany and the

Netherlands, we will carefully analyze why second-generation immigrants seem to be overrepresented in criminal statistics.

Learning Objectives:

The goal of the course is to give you a good sense of the relationship between immigration and crime from an *international* perspective. Most importantly, you will learn that research and studies always have to be read within a certain legal, social, and political context without which it will be impossible to understand social phenomenon. You will learn to think critically about the “generational effects” and the “paradox of assimilation” and what it means for us as a multicultural society. We will also think about ways to translate our knowledge into appropriate policy solutions.

Readings:

All articles will be made available on e-class.

The book “Unwanted – Muslim Immigrants, Dignity and Drug Dealing” by Sandra Bucerius (Oxford University Press) is available at the library or can be purchased via amazon.ca, with OUP or at any book store.

Teaching Method:

The course will mainly consist of class discussions. Each week, I will give an introduction to the topic– but essentially, the main part of each meeting will be class discussion. I will treat the seminar room as a “learning community” – so sharing thoughts and arguing about points (also with me!) is crucial for learning. Being in a fourth year seminar, you are more than ever expected to come to class prepared and ready to share your critical thoughts on the assigned readings.

Each week, starting in week 3, at least 2 of you will be responsible for leading part of the discussion after my introduction. In so doing, you will need to think carefully about which topics could be interesting to discuss (based on the readings that you have done). You should think of at least 3 discussion questions each. You are welcome to use other forms of engaging your classmates than posing open discussion questions (for example, pro and contra discussions with assigned positions, breaking up in short group work around a question etc.).

While each of you needs to submit your own final paper, it will definitely be beneficial to discuss your thoughts with your classmates before putting them down on paper – and I highly encourage that! In other words: competition is part of our university education system, but collegiality makes everyone’s work better!

Classroom Atmosphere:

This classroom will become our learning community. I expect that you all do the readings before class and come to class prepared to engage with the material and ready to participate in a class discussion. In order to learn with and from each other, it is important that we are all coming to class with an open mind, ready to share ideas and – potentially – have them challenged by someone else (you should also feel free to question me!). However, the rule is that we always do so in a respectful manner! I will not tolerate whispering when another student has the floor – you will be asked to leave the classroom if you chatter behind someone’s back.

Recommended Learning Resources:

APA Citation Style at Purdue Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01/>

University of Alberta Centre for Writers:

<http://www.c4w.arts.ualberta.ca/>

Evaluation:

Marks are given in percentages, to which letter grades are also assigned, according to the table below.

Grading Scale:

Grade	Percentage Grade Value	Grade Point Value	Definition	
A+	95-100	4.0	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	90-94	4.0		
A-	85-89	3.7		
B+	80-84	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	75-79	3.0		
B-	70-74	2.7		
C+	66-69	2.3	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefiting from his/her university experience.
C	62-65	2.0		
C-	58-61	1.7		
D+	54-57	1.3	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
D	50-53	1.0		
F		0	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

CATEGORIES	WEIGHTING	DATE
<i>Participation</i>	<i>15%</i>	<i>Throughout</i>
<i>Online Discussion Questions</i>	<i>10%</i>	<i>Throughout</i>
<i>Session leaders</i>	<i>15 %</i>	<i>Individuated</i>
<i>Presentation</i>	<i>10%</i>	<i>April 10 and 12</i>
<i>Final Paper Abstract</i>	<i>10%</i>	<i>Feb. 13</i>
<i>Final Paper</i>	<i>40%</i>	<i>Apr. 12</i>

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Participation:

Participation grades evaluate the intellectual contribution students make to the class and are not a measure of whether students conform to expected classroom conduct. As a baseline, students are expected to show respect for members of the class and for the method of shared inquiry. This means participating in class discussion. **Critiques should be addressed to ideas rather than individuals.**

Each class, each student will receive a grade out of 10 and the average of these grades will be used to calculate the student’s participation grade. Students may miss up to two classes without affecting their participation grade. The following rubric will be used.

Participation Rubric:

Excellent 9-10

The student comes to class prepared with questions and critiques of the readings.

The student deepens the conversation by going beyond the text.

The student actively attends to what others say and responds to points raised by others.

Good 7-8

The student comes to class prepared with questions and critiques of the readings.

The student takes steps to check comprehension by asking clarifying and probing questions. In general, the student’s comments and ideas contribute to the group’s understanding of the material and concepts.

Satisfactory 5-6

The student has read and understood the readings as evidenced by oral contributions.

The student generally listens well and takes steps to check comprehension by asking clarifying and probing questions.

The students' contributions to the discussion are sometimes based on opinion or unclear views rather than on informed arguments.

Poor 1-4

The student does not listen well as indicated by the repetition of comments posed earlier or by off task activities.

The student's comments indicate that the student didn't read assigned material or misunderstood many points.

The student's comments are off topic, difficult to understand or without substantiation.

Unacceptable 0

Student shows a lack of respect for members of the group and the discussion process by dominating the discussion or disengaging from the discussion.

OR

Student is Absent

Online Discussion Questions:

Our class website contains a section for online discussion between students. Students will pose thoughtful questions about the readings. These questions must go beyond asking for clarification of the readings. Instead, students should pursue questions of the following sort: In which ways do the current policies addressing the specific issue pose problems? What ideas about the world, human beings, morality and so on does the author take for granted? What political or ethical vision animates the author's writing? How might one take up or react against the author's arguments in one's own thinking, daily life and professional activities? After posing their question, the student will provide their own attempt to answer their question.

Marks will be based upon the quality of student's questions and responses to others' questions, rather than their frequency. Students should provide four to six detailed and thoughtful questions, and four to six thoughtful responses to others' questions over the course of the semester.

Presentations:

During the last session, students will present their final paper projects to the class. Presentations should be no longer than 5 minutes. I will circulate more information about the presentations closer to the end of the semester.

You may or may not use power point, may or may not provide handouts and may employ any other presentation style that suits you.

Final Paper Outline:

On **February 13 (at the beginning of class!)**, each student will hand in a 500 word outline detailing their plan for their final paper. The outline is worth 10% of the final grade. It will specify the research question your paper will address and provide a thesis statement to summarize your argument. What is the problem you are taking up? What readings and other articles will you draw on? What novel way of thinking or new practical approach to the issue do you propose?

Final Paper:

Your final paper is due on **April 12 (at the beginning of class!)**. For the final paper, you will choose one of four potential paper topics, outlined on a separate assignment sheet (which will be made available on eclass during the first week of classes)
Please use APA citation style.

Session leader:

Each THURSDAY session, starting in week 3, at least two of you will be partly responsible for leading the discussion of the day. Each of you will need to have at least three discussion questions prepared, showing that you have identified the areas that are worth investigating further. I will provide more information on this during the first week of class. You are encouraged to talk to me before “your” session.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult Attendance of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. Approval for an excused absence from term work (e.g. classes, assignments, quizzes, term papers, reports, or term examinations) is at the discretion of the instructor. There is no guarantee that an excused absence will be granted. Misrepresentation of Facts to gain an excused absence is a serious breach of the *Code of Student Behaviour*.

Policy for Late Final Papers:

Late Papers will not be accepted unless special arrangements have been made with the instructor. If a final paper is not handed in for reasons of potentially excusable illness or domestic affliction the student must provide the instructor with supporting documentation pertaining to the absence within

two working days following the due date or as soon as the student is able having regard to the circumstances underlying the absence. If a student chooses to provide a medical note to support the request for an excused absence, the University of Alberta Medical Statement Form may be downloaded from the Online Services section of www.registrar.ualberta.ca. Faculty of Arts students can use a [Medical Declaration Form for students](#) available from the Faculty of Arts Undergraduate office or on their website, and students in programs from other Faculties (so non-arts students) could obtain Statutory declarations from their Faculty office or the Office of the Registrar.

Required Notes

Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University of Calendar.

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>).

Student Accessibility Services

If you have special needs that could affect your performance in this class, please let Patrick know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Accessibility Services, please contact them at 1-80 SUB sasrec@ualberta.ca

Plagiarism and Cheating:

All students should refer to the Office of Student Judicial Affairs for Student Conduct and Accountability. Information is available from the Office of the Dean of Students at <https://www.deanofstudents.ualberta.ca/AcademicIntegrity.aspx>

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty.

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Cell Phones:

Cell phones are to be turned off during the seminar, unless special arrangements have been made with the instructors.

Computers and Tablets:

May be used only to access the readings for the course, unless special arrangements have been made with the instructors. Notes should be taken on paper, again unless special arrangements have been made with the instructors. Any other use of electronics creates distraction for both the user and surrounding students.

Attendance:

Students who attend class will be more likely to understand the material and will therefore be in a better position to do well in the course. Attendance at lectures is extremely important because some topics presented in class are not contained in the readings. If you, due to work or other commitments, know that you will miss a lecture you will have to make arrangements to get notes from another student. My lecture notes are not available on the internet.

Video/Audio recording

As per University calendar: *"Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor"*

Course schedule

January 9 and 11

Introduction to the course: Immigration, Ethnicity and Crime

Sampson, Robert (2006): 'Open Doors Don't Invite Criminals: Is Increased Immigration Behind the Drop of Crime?' *The New York Times*. (March 11) A27.

Mears, Daniel (2002): 'Immigration and Crime: What's the connection?', in: *Federal Sentencing Reporter* 14(5) Criminal Justice Periodicals: 284-288.

January 16 and 18

Theoretical Approaches to Immigrant criminality

Cloward, Richard & Lloyd, Ohlin (2006): 'Delinquency and Opportunity', in: Cullen, Francis & Agnew, Robert: *Criminological Theory – Past to Present*. Los Angeles: Roxbury: 184-190.

Merton, Robert (1938): 'Social structure and anomie', in: *American Sociological Review* 3: 672-682.

Shaw, Clifford & McKay, Henry (2006): 'Juvenile Delinquency and Urban Areas', in: Cullen, Francis & Agnew, Robert: *Criminological Theory – Past to Present*. Los Angeles: Roxbury: 95-101.

January 23 and 25

United States - the link between immigration and crime

Ousey, Graham & Charis Kubrin (2018). "Immigration and Crime: Assessing a Contentious Issue." *Annual Review of Criminology*.

Rumbaut, Ruben & Walter Ewing (2007) *The Myth of Immigrant Criminality and the Paradox of Assimilation*. Washington, DC: Immigration Policy Centre.

Brooks, David (2006): 'Immigrants to be Proud Of.' *New York Times*. March 30, 2006.

January 30 and Feb 1

Canada – Immigrants and Crime

Troper, Harold: 'To Farms or Cities: A Historical Tension between Canada and its Immigrants', in: Reitz, Jeffrey (Ed.): *Host Societies and the Reception of Immigrants*. San Diego: Regents of the University of California: 509-532.

Hagan, John et al. (2007): 'The Symbolic Violence of the Crime-Immigration Nexus: Migrant Mythologies in the Americas', *Policy Essay* 7 (1): 801-818.

February 6 and 8

The Netherlands – On being the most tolerant European country

Engbersen, Godfried; Arjen Leerkes and Erik Snel (2014). Ethnicity, migration and crime in the Netherlands. In: Sandra Bucerius and Michael Tonry: *The Oxford Handbook on Ethnicity, Crime and Immigration*. New York: Oxford University Press.

Buijs, Frank. (2009). "Muslims in the Netherlands: Social and Political Developments after 9/11". *Journal of Ethnic and Migration Studies* 35 (3).

February 13 and 15

The Netherlands – Deportation

****Feb 13: Paper outline due****

Engbersen, Godfried and Dennis Broeders (2009): 'The State versus the Alien: Immigration Control and Strategies of Irregular Immigrants', *West European Politics*, 32: 5, 867-885.

Barnes, Annmarie (2009): 'Displacing Danger: Managing Crime Through Deportation.' *Journal of International Migration and Integration* 10 (4): 431-445.

Engbersen, Godfried, Marion van San and Arjen Leerkes (2006): 'A room with a view. Irregular immigrants in the legal capital of the world', *Ethnography* 7 (2): 205-238

February 20 and 22

READING WEEK

February 27 and March 1 Germany: guest workers and Aussiedler

Everyone: Sandra Bucerius (2014). *Unwanted – Muslim Immigrants, Dignity and Drug Dealing*. New York: Oxford University Press.
Introduction until chapter 2

March 6 and 8 Germany: immigration, social exclusion and drug dealing

Everyone: Sandra Bucerius. (2014). *Unwanted – Muslim Immigrants, Dignity and Drug Dealing*. New York: Oxford University Press.
Chapter 3 until chapter 6

March 13 and 15 France – Immigration in Color Blind France

Body-Gendrot, Sophie. (2014). Ethnicity, Crime and Immigration in France. In: Sandra Bucerius and Michael Tonry: *The Oxford Handbook on Ethnicity, Crime and Immigration*. New York: Oxford University Press: 708-737.

Roché, Sebastian, Mirta Gordon, and Marie-Aude Depuiset. (2014). Sentencing Violent Juvenile Offenders in Color Blind France: Does Ethnicity Matter? In: Sandra Bucerius and Michael Tonry: *The Oxford Handbook on Ethnicity, Crime and Immigration*. New York: Oxford University Press: 834-859.

March 20 and 22 Post 9/11, Immigration, and the War on Terror

Tyler, Tom, Stephen Schulhofer and Aziz Huq (2010): 'Legitimacy and Deterrence Effects in Counter-Terrorism Policing: A Study of Muslim Americans'. *Law & Society Review*, Volume 44, Number 2.

Hendricks, Nicole et al. (2007): 'Beyond the Numbers: Hate Crimes and Cultural Trauma Within Arab American Immigrant Communities', *International Review of Victimology*, 14: 95-113.

March 27 and 29

Immigration and Terrorism in Canada

Joose, Paul, Sandra Bucerius and Sara Thompson. (2015). 'Narratives and Counter-narratives: Somali-Canadians on recruitment to al-Shabaab'. *British Journal of Criminology* 10.1093/bjc/azu103.

April 3 and 5

The second generation effect and youth gangs

Berardi, Luca and Bucerius, Sandra (2014). 'Generational differences in crime rates among immigrants.'. In: Sandra Bucerius and Michael Tonry: *The Oxford Handbook on Ethnicity, Crime and Immigration*. New York: Oxford University Press: 551-584.

April 10 and 12

Class presentations

****Final paper due April 12****

This schedule is tentative and may be adjusted along the way