

**BORDERS, MIGRATION, AND REFUGE**  
**Fall 2022**

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**Lectures:** Wed 8:30-11:20am in TSH B126

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**Course Description**

This seminar explores the lifeworlds shaped by borders, migration, and refuge in order to gain critical traction on what newsmedia calls the ongoing “refugee crisis”. The first part of the course marks out the coordinates of refugee studies in the national order of things, presenting the limits of humanitarian reason. The second part of the course, with an emphasis on ethnographic film, considers modes of displacement and the difficulty and ambivalence of refuge. Throughout our discussions, we will explore humanitarian representations and how these are complicated in different media.

**Course Objectives**

By the end of the course students should be able to:

- Express an understanding and appreciation of theoretical and ethnographic approaches to the so-called refugee crisis
- Articulate central positions developed in the academic literature and public debate
- Critically and effectively communicate key arguments, both orally and in writing
- Locate themes, concepts, and topics from this course in relation to those from other courses

**Required Materials and Texts**

There are no texts required for purchase for this course. Everything will be available on Avenue or distributed in class.

## **Class Format**

Weekly 3-hour discussion-based seminar, held in person in TSH B126.

## **Course Evaluation – Overview**

1. Attendance/participation – 15%
2. Six response papers (5% each) – 30%
3. Short presentation and discussion facilitation – 20%
4. Term paper – 35% (due at noon on December 14)

## **Course Evaluation – Details**

### **1. Attendance/participation (15%)**

Read closely; watch the films attentively; be courteous. The course material is conceptually complex and thematically difficult; we will work through dense passages together in class each week. Our discussions will explore conventional humanitarian representations and how they are problematized.

### **2. Six response papers (5% each), due weekly**

Please upload six short response papers (2 pages, double spaced) to the relevant week's discussion thread on Avenue. They will be available there for everyone in the seminar to read; we may read or refer to them in class. These papers are your response to the readings; they are due by 8pm on the Monday night before our Wednesday morning class. These short papers should identify 1 key passage of the texts and comment on what you find important or significant. That is, you are to practice close reading rather than summary reading. You may choose which of the week's texts to write about, so long as at least 2 response papers are submitted before fall break.

### **3. Presentation and discussion facilitation (20%)**

In the first week of the semester, you will sign up to present on the course readings and facilitate discussion in one of our meetings. This involves a 10-minute presentation of one of the course materials and moderating 10 minutes of discussion (see the presentation assignment handout). Depending on the size of the group, you may be working with a partner. Please upload a written version of your presentation to the Avenue dropbox beforehand.

### **5. Term paper (35%), due at noon on December 14**

You may choose to write your paper (10-12 pages, double spaced) on any theme covered in the course, so long as you substantially engage 3 of our course texts in the paper. We will brainstorm possible paper topics through the month of November. Feel free to build on the analyses you began in your response papers and presentation. Upload it to the relevant Avenue dropbox by noon on December 14.

## **Weekly Course Schedule and Readings**

### **Week 1 (September 7)**

*Introduction (materials to be distributed and read in class):*

- Callan Wink, "A Refugee Crisis," *The New Yorker*, August 20, 2018, <https://www.newyorker.com/magazine/2018/08/20/a-refugee-crisis>
- Benjamin Thomas White, "Talk of an Unprecedented Number of Refugees is Wrong – and Dangerous," *The New Humanitarian*, October 3, 2019, <https://www.thenewhumanitarian.org/opinion/2019/10/03/unprecedented-number-refugees-wrong-dangerous>
- Alice Elliott, "Forceful Hope," *Allegra Laboratory*, April 2016, <https://allegralaboratory.net/forceful-hope/>
- *Film*: New York Times, *The Displaced* (2017, 11 min), <https://www.nytimes.com/video/magazine/100000005005806/the-displaced.html>

**Week 2 (September 14)**

*The National Order of Things*

- Liisa Malkki, "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees," *Cultural Anthropology* 7, no. 1 (February 1992): 24-44
- Liisa Malkki, "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization," *Cultural Anthropology* 11, no. 3 (August 1996): 377-404
- Dina Nayeri, "The Ungrateful Refugee," *The Guardian*, April 4, 2017, <https://www.theguardian.com/world/2017/apr/04/dina-nayeri-ungrateful-refugee>

**Week 3 (September 21)**

*Humanitarian Feelings*

- *Film*: Peter Raymont (dir.), *Shake Hands with the Devil: The Journey of Roméo Dallaire* (2004, 1h 30) (available online via Alexander Street; watch **before** class)
- Sherene H. Razack, "Stealing the Pain of Others: Reflections on Canadian Humanitarian Responses," *The Review of Education, Pedagogy, and Cultural Studies* 29, no. 4 (2007): 375-394
- JM Coetzee, "Elizabeth Costello and the Problem of Evil," *Salmagundi* 137/138 (Winter-Spring 2003): 49-64

**Week 4 (September 28)**

*Citizen vs. Refugee*

- Hannah Arendt, *The Origins of Totalitarianism* (San Diego: Harcourt, 1968), 290-302
- Giorgio Agamben, "We Refugees," trans. Michael Rocke, *Symposium* 49, no. 2 (1995): 114-119
- Miriam Ticktin, "Thinking Beyond Humanitarian Borders," *Social Research: An International Quarterly* 83, no. 2 (2016): 255-271.
  - *Recommended*: Peter Nyers, *Rethinking Refugees: Beyond States of Emergency* (Routledge, 2006), chapter 3: "Fearful Subjects: Reason and Fear in the UN Refugee Definition," 43-67

**Week 5 (October 5)**

*Moral Economy*

- Didier Fassin, "Compassion and Repression: The Moral Economy of Immigration in France," *Cultural Anthropology* 20, no. 3 (August 2005): 362-387
- Amira Mittermaier, "Non-compassionate Care: A View from an Islamic Charity Organization," *Contemporary Islam* 15 (2021): 139-152
  - *Recommended*: Basit Kareem Iqbal, "Economy of Tribulation: Translating Humanitarianism for an Islamic Counterpublic," *The Muslim World* 112, no. 1 (2022): 33-56

## **Week 6 (October 12)**

*Fall Break*

## **Week 7 (October 19)**

*Defamiliarization*

- Susan Sontag, *On Photography* (Farrar, Straus & Giroux, 1973), 16-24
- Susan Sontag, "Looking at War," *The New Yorker*, December 9, 2002
- Teju Cole, "What Does It Mean to Look at This?" *The New York Times Magazine*, May 27, 2018
- Teju Cole, "When the Camera Was a Weapon of Imperialism. (And When It Still Is.)," *The New York Times Magazine*, February 6, 2019
  - *Recommended*: Lilie Chouliaraki and Tijana Stolić, "Photojournalism as Political Encounter: Western News Photography in the 2015 Migration 'Crisis'," *Visual Communication* 18, no. 3 (2019): 311-331

## **Week 8 (October 26)**

*To Look and Listen More Carefully  
with Yana Stainova*

- Valeria Luiselli, *Tell Me How It Ends: An Essay in Forty Questions* (Minneapolis: Coffee House Press, 2017), selections provided
- Mary Wang, *Guernica* interview with Valeria Luiselli, February 12, 2019, <https://www.guernicamag.com/miscellaneous-files-interview-valeria-luiselli/>
- Pedro Ultras (dir.), *La Bestia* (Venevision International, 2010, 1hr 17min) (clips)

## **Week 9 (November 2)**

*Detention at the Border*

- *Film*: Anas Khalaf & Rana Kazkaz, *Mare Nostrum* (2016, 14 min), <https://vimeo.com/ondemand/marenostrum>
- Étienne Balibar, "What Is a Border," trans. Chris Turner, in *Politics and the Other Scene* (London: Verso, 2002), 75-86
- *Film*: Stephanos Mangriotis, *Blue Sky from Pain* (2016, 14 min), <https://vimeo.com/1550277082>
- Debarati Sanyal, "Humanitarian Detention and Figures of Persistence at the Border," *Critical Times* 2, no. 3 (2019): 435-465
  - *Recommended*: Maurizio Albahari, "After the Shipwreck: Mourning and Citizenship in the Mediterranean, Our Sea," *Social Research: An International Quarterly* 83, no. 2 (Summer 2016): 275-294

## Week 10 (November 9)

### Stasis

- Omid Tofighian and Behrouz Boochani, "The Weaponization of Time: Indefinite Detention as Torture," in *Stealing Time: Migration, Temporalities, and State Violence*, ed. Monish Bhatia and Victoria Canning (Palgrave MacMillan, 2021), 65-82
- Behrouz Boochani, "Film as Folklore," *Alphaville: Journal of Film and Screen Media* 18 (2019): 185-187
- Janet Galbraith, "A Reflection on *Chauka, Please Tell Us the Time*," *Alphaville: Journal of Film and Screen Media* 18 (2019): 193-198
- Omid Tofighian, "Chauka Calls—A Photo Essay," *Alphaville: Journal of Film and Screen Media* 18 (2019): 205-217
- *Film*: Arash Kamali Sarvestani & Behrouz Boochani, *Chauka, please tell us the time* ([Netherlands]: Sevrin Productions, 2017, 1hr 30min), <https://vimeo.com/ondemand/chauka>

## Week 11 (November 16)

### Resettler Society

- Gareth Chantler, "Canada's Missing Syrians," *Open Canada*, May 14, 2018, <https://www.opencanada.org/features/canadas-missing-syrians/>
- Michelle Lowry and Peter Nyers, "'No One Is Illegal': The Fight for Refugee and Migrant Rights in Canada," *Refuge: Canada's Journal on Refugees* 21, no. 3 (2003): 66-72
- Audrey Macklin, "Resettler Society: Making and Remaking Citizenship through Private Refugee Sponsorship," 22 pages (draft)
- Vinh Nguyen, "Refugeetude: When Does a Refugee Stop Being a Refugee?" *Social Text* 37, no. 2 (June 2019): 109-131
- *Film*: Michèle Hozer, *SponsorLand* (2017, 1hr 28min), <https://www.tv.o.org/video/documentaries/sponsorland>

## Week 12 (November 23)

### Making Refuge

- Jamil Jan Kochai, "Occupational Hazards," *The New Yorker*, May 23, 2022, <https://www.newyorker.com/magazine/2022/05/23/occupational-hazards>
- Catherine Besteman, "Refuge and Security Panics," *Public Anthropologist* 1 (2019): 41-61
- *Film*: Musa Syeed, *A Stray* (2016, 1h 22min), <https://www.youtube.com/watch?v=fPZ7aKAVMzY>
  - *Recommended*: CBC, "The Idea of Home: Return," Ideas podcast, <https://www.cbc.ca/listen/live-radio/1-23-ideas/clip/15918798-the-idea-home-return?share=true>

## Week 13 (November 30)

- Selected poems (provided by instructor and others)
- Melissa N. Gatter, "Restoring Childhood: Humanitarianism and Growing Up Syrian in Za'tari Refugee Camp," *Contemporary Levant* 2, no. 2 (2017): 89-102
- *Film*: Ziad Kalthoum (dir.), *Taste of Cement* (2017, 1h 25min), <https://www.vudu.com/content/movies/details/Taste-of-Cement/1536623>

- *Recommended:* CBC, “The Idea of Home: The Stranger at the Door,” Ideas podcast, <https://www.cbc.ca/listen/live-radio/1-23-ideas/clip/15919050-the-idea-home-the-stranger-door>

## **Week 14 (December 7)**

### *Borders and Voice*

- Shahram Khosravi, “The ‘Illegal Traveller’: An Auto-Ethnography of Borders,” *Social Anthropology* 15, no. 3 (2007): 321-334
- Film: Amar Chebib (dir.), *Wajd: Songs of Separation* (Luminus Films, 2018, 1hr 27min)
- Final discussion

\*\*final paper due at noon on December 14

## **Course Policies**

### **Submission of Assignments**

Response papers are to be posted to the week’s discussion thread on Avenue. The written version of your presentation and your final term paper are to be uploaded to the respective dropbox on Avenue.

### **Late Assignments**

Late assignments will receive a 10% deduction per day late or part thereof—starting 24 hours after the assignment due date.

### **Absences, Missed Work, Illness**

Please use an MSAF to cover missed work that is worth less than 25% of your grade. An MSAF exception can be requested through your faculty office for work worth greater than 25% (with appropriate documentation).

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal

verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **University Policies**

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Privacy Protection**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## ADVISORY STATEMENTS

### **ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **AUTHENTICITY / PLAGIARISM DETECTION**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **COURSES WITH AN ON-LINE ELEMENT**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **ONLINE PROCTORING**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## **CONDUCT EXPECTATIONS**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.