

**ADVANCED ISSUES IN GLOBAL SECURITY:
THE POLITICS OF BORDERS**
Fall 2018

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Lecture: Thursdays 11:30am-2:20pm

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Course Description

This seminar investigates emerging theoretical and empirical developments in border control, security, and surveillance. While securing the territorial border remains a politically significant issue in international relations, the actual practices and techniques of border control have moved well beyond policing the 'border line'. The seminar will investigate the variety of practices that occur in the borders, frontiers, zones, and camps of the contemporary era, including themes such as biometric controls, pre-emptive practices, cyberborders, irregular migration, humanitarian interventions, and social movements for 'no borders'.

Course Objectives

The specific aims of the course are:

- 1) To read and come to understand a variety of scholarly writings on the global politics of borders and border controls.
- 2) To develop a critical appreciation of the historical emergence, transformation, experience, and contestation of borders.
- 3) To introduce students to a range of concepts from social theory and their applicability to understanding contemporary issues in international relations.
- 4) To improve and refine writing and research skills through short and long essay format.
- 5) To develop group leadership and discussion skills through seminar presentations and participation.

Required Materials and Texts

- Reece Jones, *Violent Borders: Refugees and the Right to Move* (London: Verso, 2017).
- Jenna M. Loyd and Alison Mountz, *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States* (Berkeley: University of California Press, 2018).

All books are available in the Campus Store. All other readings are available online via Avenue to Learn.

Course Evaluation – Overview

Grade Component	Due Date	Description	Percentage
Participation	Every class	Read assigned readings. Active engagement in class discussion	30%
	Wednesday 1pm	Keywords, Key Passage, Questions	
	Once per term	Class leadership	
Review Essay	October 18	1,500 word paper	20%
Research Paper	November 1	250 word abstract, 5 key words, 10 academic sources annotated bibliography	40%
	November 29	4,000 word research paper	
3MT	November 29	3 minute presentation of research papers, with discussion	10%

Course Evaluation – Details

Seminar Participation (30%)

This is an advanced seminar and so you are expected to attend all class sessions and participate in the discussions. You are expected to complete the required readings, think carefully about them before coming to class, and take an active part in the seminar. The quality of your questions and comments will be valued more than the quantity. Listening and engaging with your fellow students’ ideas will also be valued.

The agenda of each class session will be student driven. For weeks 2-5 and 7-12 you will be responsible for submitting a one page document consisting of: 1) a list of key concepts and terms from the readings; 2) a key line or passage from one of the readings; 3) three or four discussion questions based on the readings. The document is to be uploaded to the ‘Discussion’ section of the Avenue to Learn website by Wednesday at 1pm. You are encouraged to bring up your own or others’ keywords, passages, and questions in the seminar.

Each week one (or more) student(s) will take the responsibility to collate the questions, provide hard copies to the class, and lead the class discussion. Class leaders begin with a short introduction of the readings, and then can use the student questions as an

agenda for discussion. They are also encouraged to experiment with a variety of pedagogical techniques, including debates, go-around questions, short video clips for discussion, etc.

Review Essay (20%), due October 18, 2018

Each student will write a 1,500-word essay that critically reviews Reece Jones, *Violent Borders: Refugees and the Right to Move*.

Research Paper (40%), due November 29, 2018

Each student will write a major research essay on a topic of their choosing, but that is related to the course themes and arrived at through consultation with Professor Nyers. The research essay will be 14-16 pages in length (about 4,000 words). The theoretical and empirical sources of the paper can draw upon any of the course readings. However, the paper must also demonstrate independent research. To help prepare for researching and writing the research paper, each student will compose an outline of their research project. The outline will include:

- 1) A title that describes the research project;
- 2) A one sentence description of the project (thesis statement);
- 3) A 250 word paragraph that summarizes the project, including a description of how you plan to substantiate the argument (abstract); and
- 4) An annotated bibliography of at least ten academic books and/or journal articles.

The outline is due in class on November 1, 2018. The research paper is due in class on November 29, 2018.

3MT (10%), due November 29, 2018

The final session of the course will take the format of Three-Minute Thesis (3MT) presentation. Students will present the core of their research papers and then field questions from their classmates. Prizes will be given to the first and second place winners of the 3MT competition, as determined by their classmates.

Weekly Course Schedule and Required Readings

Week 1 (September 9)

Introduction & Course Overview

No readings

Week 2 (September 13)

Theorizing Borders

Readings:

Thomas King, 'Borders', in *One Good Story, That One* (Toronto: HarperCollins, 1993): 131-148.

Ruben Zaiotti, *Cultures of Border Control* (Chicago: University of Chicago Press, 2011): 45-66.

Nick Vaughan-Williams, 'Borders', in Aoileann Ni Mhurchu and Reiko Shindo, eds., *Critical Imaginations in International Relations* (New York: Routledge, 2016): 11-27.

Corey Johnson et al., 'Interventions on rethinking "the border" in border studies', *Political Geography* 30 (2011): 61-69.

Week 3 (September 20)

Border Walls

Readings:

Karen E. Till et al., 'Interventions in the political geography of walls', *Political Geography* 33 (2013): 52-62.

Wendy Brown, *Walled States, Waning Sovereignty* (New York: Zone Books, 2010): 7-42.

William A. Callahan, 'The Politics of Walls: Barriers, Flows, and the Sublime', *Review of International Studies* (2018): 1-26.

Polly Pallister-Wilkins, 'Bridging the Divide: Middle Eastern Walls and Fences and the Spatial Governance of Problem Populations', *Geopolitics* 20:2 (2015): 438-459.

Week 4 (September 27)

Violent Borders I

Readings:

Reece Jones, *Violent Borders: Refugees and the Right to Move* (London: Verso, 2017): Introduction, Chapters 1-3.

Week 5 (October 4)

Violent Borders II

Reece Jones, *Violent Borders: Refugees and the Right to Move* (London: Verso, 2017): Chapter 4-7, Conclusion.

Week 6 (October 11) – Reading Week

No Class

Week 7 (October 18)

Passports, Surveillance, Biometrics

Readings:

John Torpey, *The Invention of the Passport: Surveillance, Citizenship and the State* (Cambridge: Cambridge University Press, 2000), pp. 4-20, 158-167.

Kamal Sadiq, 'Documentary Citizenship', in *Paper Citizens: How Illegal Immigrants Acquire Citizenship in Developing Countries* (New York: Oxford University Press, 2009): 101-135.

Radhika Mongia, 'Race, Nationality, Mobility: A History of the Passport', *Public Culture* 11:3 (1999): 527-56.

Philippe M. Frowd, 'The Promises and Pitfalls of Biometric Security Practices in Senegal', *International Political Sociology* 11:4 (2017): 343-359.

Week 8 (October 25)

Smuggling and 'Illicit' Border Crossings

Readings:

Noelle Brigden, 'Underground Railroads and Coyote Conductors', *International Journal of Migration and Border Studies* (2019).

Audra Simpson, 'Borders, Cigarettes, and Sovereignty', in *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham, NC: Duke University Press, 2014): 115-146.

Ruben Andersson, *Illegality, Inc. Clandestine Migration and the Business of Bordering Europe* (Berkeley: University of California Press, 2014): 1-25.

Stephan Scheel, "'The Secret is to Look Good on Paper": Appropriating Mobility within and against a Machine of Illegalization', in Nicholas De Genova, ed., *The Borders of "Europe"? Autonomy of Migration, Tactics of Bordering* (Durham, NC: Duke University Press, 2017): 37-63.

Week 9 (November 1)

Migrant Detention as Border Control I

Readings:

Jenna M. Loyd and Alison Mountz, *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States* (Berkeley: University of California Press, 2018): Introduction, Chapter 1-3.

Week 10 (November 8)

Migrant Detention as Border Control II

Readings:

Jenna M. Loyd and Alison Mountz, *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States* (Berkeley: University of California Press, 2018): Chapters 4-7, Coda.

Week 11 (November 15)

Cyberborders

Readings:

David Lyon and Kevin D. Haggerty, 'The Surveillance Legacies of 9/11: Recalling, Reflecting on, and Rethinking Surveillance in the Security Era', *Canadian Journal of Law and Society* 27:3 (2012): 291-300.

Ron Deibert, *Black Code: Inside the Battle for Cyberspace* (Toronto: McClelland & Stewart, 2013): 10-81, 170-187, 232-245.

Zygmunt Bauman et al., 'After Snowden: Rethinking the Impact of Surveillance', *International Political Sociology* 8 (2014): 121-144.

Columba Peoples and Nick Vaughan-Williams, *Critical Security Studies: An Introduction* (New York: Routledge, 2015): 184-201.

Week 12 (November 22)

Beyond Borders?

Readings:

Bridget Anderson, Nandita Sharma, and Cynthia Wright, "'We are all foreigners': No Borders as a practical political project', in Peter Nyers and Kim Rygiel (eds), *Citizenship, Migrant Activism and the Politics of Movement* (New York: Routledge, 2012): 73-91.

Harald Bauder, 'The Possibilities of Open and No Borders', *Social Justice* 39:4 (2014): 76-96.

Joseph H. Carens, *Immigrants and the Right to Stay* (Cambridge, MA: MIT Press, 2010): 1-53.

Natasha King, *No Borders: The Politics of Immigration Control and Resistance* (London: Zed Books, 2016): Chapter 1.

Week 13 (November 28)

Student Presentations

Notes: 3MT Presentations

Course Policies

Submission of Assignments

All written assignments should be handed in as a hard copy in class. Electronic copies of the assignment will only be accepted if prior arrangements have been made with Prof. Nyers.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments are to be handed in on the due date. Unless a prior arrangement has been made with Professor Nyers, late submissions will be penalized 3% per day. Students are required to keep both paper and electronic copies of all work submitted for evaluation.

Absences, Missed Work, Illness

Please inform Prof. Nyers if you are ill or will otherwise be missing class.

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.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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 behavior 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

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.

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.