

PSCI 362 *Borders, Boundaries and Human Mobility* **Fall 2021**

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Class Times (days, hours): TU/TH 3.30-5.05PM

(Office) Hours Available: TU/TH 3.00-3.30 by appointment

Course Description

Borders are at once real and imagined. They divide and they are crossed. They are lines and transitions. Borders are limits and opportunities. Borders are binaries, and in the 21st century, binaries are the quintessential act of bordering and of crossing borders. Borders, then, are increasingly complex human responses and social constructions in a world where the globalizing forces of instant communication, expedited travel and enhanced economic flows, confront the basic human concerns for security and certainty (Konrad, 2013)

Borders exist all around us. We move between and within borders in our daily lives whether these borders are real and refer to the external borders of a country or social borders, in the form of limits but also opportunities. Membership, belonging, segregation, illegality and protection take place in a world where borders are not only prevalent but continuously reimagined and reconstructed. Being able to move and cross boundaries, but also being able to afford (in the sense of having a choice) to live in particular places have become increasingly critical dimensions in determining one's life. Mobility and immobility are linked with the ability and option to cross imagined and real boundaries. At best they can result in a living the 'good life'. But they can also result in exploitation and marginalisation.

The course utilises the notion of borders to discuss both the construction and reimagining of borders in the physical but also socioeconomic sense. borders in urban spaces operating through logistics and infrastructures, gentrification processes, integration discourses and practices; geopolitical and historical borders, but also bordering through development and humanitarian work as well as borders in and by technological configurations such as algorithms, biometrics, surveillance, big data, drones, social media, etc

The course connects the concept of border(s) and human mobility, from immigration to daily movement in urban spaces and examining critically the construction but also deconstruction of borders, the notions of inclusion and exclusion - who has the right to it, within which borders and at what cost.

Although reading material is offered, additional short material will be uploaded on moodle to complement the reading list.

An effort will be made where appropriate and possible to bring in physically or via zoom guest lectures to enhance the students understanding of the material.

Learning Objectives

Reading: We will read a wide variety of texts, which are included in the weekly class schedule.

Analyzing and synthesizing: beyond reading material, we will analyze audiovisual material and utilize films and short videos to both understand the nature and complexity of borders

Working and thinking with others: Building the culture of the class so that genuine inquiry is possible will take all of our efforts. We rely on everyone's contributions to generate discussion and debate.

Presentations/discussion: the course requires significant participation, which is assessed. All students are expected to contribute to the seminars not only with the assignments but also by actively participating in the class discussions. Students will need to come prepared to the seminars having read the corresponding material and with their own questions and critical engagements.

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

- 1) Learn the theories currently in place to understand and analyse the role and presence of borders
- 2) Understand the context and framework from which borders emerges
- 3) Learn to incorporate an anthropocentric dimension in their analysis regarding borders, bordering processes and human movement
- 4) Advocate for particular policy choices using the knowledge and skills gained in this course

Course Requirements

Teaching is split between lectures and seminars. Lectures are delivered by the professor, presenting the main elements and discussion on the topic and offering preliminary food for thought. Seminars are an opportunity for students to engage with the material directly undertake short assignments, but also bring in guest lecturers to provide additional and different insights. Students will be expected to do the assigned readings, and the assignments throughout the course. Readings should be applied to both research projects and in-seminar assignments. Lectures and seminars are linked, with the latter offering a forum for students to engage in discussions but also present their assignment. Methodological questions will also be addressed during the seminars.

Evaluation and Grading

Your grade for this course will be based on the following distribution:

Percentages (and any breakdowns)

1. **Class participation:** individual participation in discussions and Q&A sessions during class seminars **15% in total**
2. **Research project (submitted and presented in the final class):** based on conducting research including interviews. Guidance and methodology will be provided in advance during the lectures. **(30% in total)**
3. **Podcast** of 15-20 min **(25%)**
4. **Group presentation** on a case study **(15%)**
5. **Blog post** 700-800 words **(15%)**

An evaluation rubric will be handed out for each assignment on the first day of class to students

CYA Regulations and Accommodations

Attendance Policy

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office. **For this course attendance is compulsory. Provided students alert the professor in advance of an absence due to illness or other reason, it will not affect the grade. Consistent absences and/or unjustified will result in reduction in grade from the percentage related to participation.**

Academic Accommodations

Policy on Original Work

Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided (Check the Student Handbook, pg. 7).

Use of Laptops

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if devices are not used for class-related work.

Class Schedule

Class Day	Topic / Readings / Assignments Due
709	<p><u>Introduction</u></p> <p>to the course, learning outcomes, examinations and thematic perspectives. Presentation of literature, schedule, student assignments</p>
9/09	<p><u>What are Borders, Boundaries and Frontiers?</u></p> <p>O'Dowd L. From a 'Borderless World' to a 'World of Borders': 'Bringing History Back in.' <i>Environment and Planning D: Society and Space</i>. 2010;28(6):1031-1050. doi:10.1068/d2009</p> <p>The Correspondent (2019) Olu Timehin Adegbeye – Borders don't just keep people out. They define their worth . https://thecorrespondent.com/147/borders-dont-just-keep-people-out-they-define-their-worth/19459705650-bbf0f324</p>
14/09	<p><u>The construction of identity and belonging in a globalized world</u></p> <p>(general reading) Croucher S. (2003). <i>Globalization and Belonging: The Politics of Identity in a Changing World</i>. Rowman and Littlefield. Chapter 1</p> <p>Franz, M., & Silva, K. (Eds.). (2020). <i>Migration, Identity, and Belonging: Defining Borders and Boundaries of the Homeland</i> (1st ed.). Routledge. https://doi.org/10.4324/9780429469374</p> <p>Antonsich, M. (2010). Searching for Belonging - An Analytical Framework. <i>Geography Compass</i>, 4(6), 644–659. doi:10.1111/j.1749-8198.2009.00317.x</p>
21/09	<p><u>Seminar on assignments</u></p> <p>Methods, topics, deadlines, examples</p>
23/09	<p><u>Role of colonialism in redrawing borders</u></p> <p>Müller, Tanja. (2020). Colonial borders and hybrid identities Lessons from the case of Eritrea. <i>Borderlands Journal</i>. 19. 10.21307/borderlands-2020-007.</p> <p>Tayyab Mahmud, Colonial Cartographies, Postcolonial Borders, and Enduring Failures of International Law: The Unending Wars Along the Afghanistan-Pakistan Frontier, 36 <i>BROOK. J. INT'L L.</i> 1 (2011).</p> <p>Sanni, J. S. (2020). Decolonising Borders, <i>Theoria</i>, 67(163), 1-24. Retrieved Jun 23, 2021, from https://www.berghahnjournals.com/view/journals/theoria/67/163/th6716301.xml</p>
28/09	<p><u>Seminar 1- 1st assignment</u></p> <p>Students will be split into groups and offered a choice of 'borders' to research and present one 'border making' process from the region of Africa and Asia. The seminar will serve as a space to present and discuss their research but also the first segment of the course.</p>

30/09 **The US external border**

Reece Jones *Border Walls: Security and the War on Terror in the United States, India, and Israel* (2012, Zed)- Ch 2 &5

Tim Marshall (2018). *Divided: Why We're Living in an Age of Walls*, Elliott & Thompson. Ch 2-USA

5/10 **The US 'internal' borders- who is in and who is out?**

Reece Jones (Ed) *Open borders: in defense of free movement*. Athens, Georgia: University of Georgia Press. Ch 16 (Sanctuary Cities)

Calavita, K. (2000). The Paradoxes of Race, Class, Identity, and "Passing": Enforcing the Chinese Exclusion Acts, 1882-1910. *Law & Social Inquiry*, 25(1), 1-40

7/10 **Movie on US-Mexico border or guest lecturer**

12/10 **the European border regime**

Reece Jones *Violent Borders: Refugees and the Right to Move* (2016, Verso) Ch1

Reece Jones *Open Borders: In Defense of Free Movement* (2019, University of Georgia Press), Ch 10

14/10 **Violent borders**

Ifor Duncan and Stefanos Levidis, 'Weaponizing a River', *At The Border*, e-Flux, 11 April 2020

Rozakou, K. (2020). " Borders". In *Humanitarianism*. Leiden, The Netherlands: Brill. doi: https://doi.org/10.1163/9789004431140_007

Skordas Achillis (2020). The Twenty-Day Greek-Turkish Border Crisis and Beyond: Geopolitics of Migration and Asylum Law (Part II). <https://eumigrationlawblog.eu/the-twenty-day-greek-turkish-border-crisis-and-beyond-geopolitics-of-migration-and-asylum-law-part-ii/>

19/10 **Movie- Fire at Sea**

21/10 **Seminar 2- 2nd assignment**

What have we learned about the European border regime? how does it affect journeys and their outcomes? and critically reflect on the material of the lectures and movie.

Students present their blog post based on lectures

26/10 **Brexit & N. Ireland: new and old borders**

Sommerville, Will. (2016) "Brexit: The Role of Migration in the Upcoming EU Referendum." Migration Policy Institute. www.migrationpolicy.org/article/brexit-role-migration-upcoming-eu-referendum

Moving Past the Troubles: The Future of Northern Ireland Peace- <https://www.cfr.org/backgrounder/moving-past-troubles-future-northern-ireland-peace>

Tim Marshall (2018). *Divided: Why We're Living in an Age of Walls*, Elliott & Thompson (Ch 8-UK)

09/11 **Borders in the Middle East**

Reece Jones *Border Walls: Security and the War on Terror in the United States, India, and Israel* (2012, Zed)- Ch 4&7

Tim Marshall (2018). *Divided: Why We're Living in an Age of Walls*, Elliott & Thompson (Ch 3-Israel Palestine)

11/11 **Pandemic borders**

Material from the Coronavirus and Mobility forum COMPAS

16/11 **Seminar -3rd Assignment**

Students present their podcast

18/11 **Gated communities and socioeconomic borders**

Gallegos, B. (2009). Tijuana: Border, Migration, and Gated Communities. *Journal of the Southwest*, 51(4), 457-475.

Edward J. Blakely, Mary Gail Snyder (1997). *Fortress America: Gated Communities in the United States*. Brookings Institute. Introduction

30/11 **Re-bordering the public space: the case of Athens**

Klara Jaya Brekke, Christos Filippidis, Antonis Vradis (2018) *Athens and the War on Public Space: Tracing a City in Crisis*. Punctum books

17/11 **Rebordering the public space: producing exclusion-attempting inclusion**

<https://www.theguardian.com/society/2015/feb/18/defensive-architecture-keeps-poverty-unden-and-makes-us-more-hostile>

The Arsenal of Exclusion & Inclusion, 2017, https://issuu.com/actar/docs/the_arsenal_of_exclusion__inclusion

02/12 **Seminar- walk in Athens**

Students will be taken for a walk around specific areas of Athens where they will be asked to document visually but also through notes the re-bordering discussed in the lectures

03/12 **Biometric borders**

Louise Amoore (2006). Biometric borders: Governing mobilities in the war on terror, *Political Geography*, 25 (3): 336-351, <https://doi.org/10.1016/j.polgeo.2006.02.001>.

Wilson, Dean (2006) *Biometrics, borders and the ideal suspect*. In: Pickering, Sharon and Weber, Leanne (eds.) *Borders, Mobilities and Technologies of Control*. Springer Verlag, Dordrecht, pp. 87-109

7/12 **Environment and Infrastructure as a way of bordering**

Reece Jones. *Violent Borders: Refugees and the Right to Move* (2016, Verso) Ch7

Omar Jabary Salamanca (2016) *Assembling the Fabric of Life: When Settler Colonialism Becomes Development*. *Journal of Palestine Studies*. Vol. XLV, No. 4 (Summer 2016),

9/12 **Final class – final assignment**

Students present their research project

N.B.: The course schedule, in terms of subjects and readings, may be subject to change to benefit student learning and to keep up to date with current research.