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

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Lecture: Thursdays 11:30am-2:20pm
Office: KTH 507
Office Hours: Thursdays 9:30-11:00am
Seminar Room: KTH 106

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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
- 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

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


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:


Week 4 (September 27)
Violent Borders I
Readings:


Week 5 (October 4)
Violent Borders II


Week 6 (October 11) – Reading Week
No Class
Week 7 (October 18)

**Passports, Surveillance, Biometrics**
Readings:


Week 8 (October 25)

**Smuggling and ‘Illicit’ Border Crossings**
Readings:


Week 9 (November 1)

**Migrant Detention as Border Control I**
Readings:

Week 10 (November 8)
Migrant Detention as Border Control II
Readings:


Week 11 (November 15)
Cyberborders
Readings:


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.


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:

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<tr>
<th>MARK</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>85-90</td>
<td>A</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
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<tr>
<td>77-79</td>
<td>B+</td>
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<tr>
<td>73-76</td>
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<td>70-72</td>
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<tr>
<td>50-52</td>
<td>D-</td>
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<td>0-49</td>
<td>F</td>
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</tbody>
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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.