

# IREL/GEOG 216: Borders, Traffic, Statelessness

Spring 2014, Monday & Wednesday, 3:00-4:22 PM

Location: Coleman 023

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& by appointment

*"Fortresses are generally much more harmful than useful."*

--Niccoló Machiavelli,

*"You show me a 50-foot fence and I'll show you a 51-foot ladder at the border."*

--Department of Homeland Security Secretary Janet Napolitano



## Course Overview:

Debates around borders, their changing status in the age of globalization, what it means to cross them, and how goods and bodies are transported through them are key features of both contemporary politics and everyday life. Borders, trafficking, and statelessness are at the root of everything from national security to the food we eat. But what do these terms mean in practice? Why is there so much debate over them? How do governments and non-governmental agencies variously address these issues? This course explores practical, theoretical, and policy issues addressing these questions. It will ask, variously, what are borders and how do they come into being? What is sovereignty and how is it constituted through borders? How are borders policed and regulated? How are goods and people trafficked across them? What does trafficking entail? And what does it mean to be "stateless"?

## **COURSE FORMAT, PROCEDURES, AND POLICIES**

### *UNIVERSITY POLICIES THAT PERTAIN TO THIS COURSE*

#### **Bucknell University Honor Code:**

All students at Bucknell should familiarize themselves with the Bucknell Honor Code. It reads as follows:

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will communicate directly and promptly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

#### **Academic Responsibility:**

The following are links to Bucknell's resources and policies on academic responsibility. You should familiarize yourself with them.

Academic Integrity:

<http://www.bucknell.edu/x1340.xml>

Avoiding Plagiarism:

<http://www.bucknell.edu/x1341.xml>

Unauthorized Collaboration:

<http://www.bucknell.edu/x1344.xml>

Bucknell Resources for Research & Writing:

<http://www.bucknell.edu/x1342.xml>

#### **Bucknell University expectations for academic engagement:**

“Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.”

This course seeks to meet university expectations for academic engagement.

## *COURSE SPECIFIC POLICIES AND PROCEDURES*

### **Course Format:**

This course will combine lecture, discussion, and in-class presentation. We will occasionally work in small groups to explore specific cases. We will cover a range of different materials related to borders, statelessness and trafficking, including academic writings, policy documents, case studies, and films. I expect your full, active, and professional participation in class. This means:

- Showing up on time
- Using the bathroom before class and not getting up in the middle of a discussion, lecture or presentation
- Respectfully engaging with the course instructor and your peers
- Being responsible for *all* of the assigned reading and materials (this means that if you miss a class, it is your responsibility to do the reading and get class notes from one of your peers)
- Turning in assignments on time

### **Email and Office hours policy:**

Please, feel free to contact me. However, please also keep in mind that I am as busy as you. Make sure you consult the course syllabus, other handouts, your peers and the course Moodle site BEFORE sending an e-mail. Note that e-mail should NOT be seen as an alternative to meeting with me during office hours. Nor should e-mail be used as a mechanism to receive private tutorials or to explain material that was covered in classes you missed (those are your responsibility to obtain from your peers). To ensure that your e-mail reaches my inbox, include the course code (IREL 216) and the nature of your question/comment in the subject of your e-mail. I will endeavor to respond within 24 hours, though I make no promises to do this on the weekend, so plan ahead.

My office hours are your time and you are welcome to drop by at any time during them. I am more than happy to set up an appointment with you if you cannot attend my office hours, however, I ask that you do not just drop by my office outside of office hours without checking with me first. I may be there, but I will be working on other things with pressing deadlines.

### **Policy on Plagiarism:**

I strongly believe that learning is a collaborative venture. I encourage you to study with your peers, meet to discuss readings with them, and, on particular assignments to work together with them. That said, the work that you produce for this course must be your own. Where you quote from other sources, those sources must be acknowledged with quotations and/or text references. There are NO EXCEPTIONS TO THIS RULE and NO LEGITIMATE EXCUSES FOR VIOLATING IT.

In event that you fail to acknowledge others' work or that you are caught overtly plagiarizing from online or written sources, you will receive a zero on the assignment and may be subject to discipline by the academic review board.

**Grades:**

The following is a breakdown of how I will evaluate your performance in the class. More in-depth descriptions, rubrics, and prompts will be provided with each assignment.

- *Class Participation: 15%*—Active, informed, and respectful participation in class discussions and small group work. NOTE—I take this grade very seriously.
- *Reading Responses: 10%*—You are required to submit 10 reading responses over the course of the semester. They will be approximately 500-1000 words in length. These will be graded on a check minus/check/check plus scale roughly corresponding to a C, B, and A grade.
- *Mid-Term Paper: 25%*—There will be a mid-term paper designed to evaluate your familiarity with concept from the first part of the course.
- *Podcast Group and Group Presentation: 15%*—You will work in a small group to produce an approximately 10 minute long podcast on an issue related to borders traffic and statelessness. You will be evaluated on this podcast by both by me and your peers.
- *Final Exam: 35%*—Students will be given the choice of doing a final research paper or completing a take-home exam for the class.

**Late Policy:**

I strictly adhere to the following late policy on assignments

- All reading responses must be turned in by noon the day of class. Late reading responses WILL NOT count towards your overall tally. The responses must deal with the readings for that day. Post-facto responses are not acceptable.
- Other assignments turned in up to 12 hours late will be penalized by 1/3 of a letter grade. Assignments turned in between 12 and 24 hours late will be penalized a full letter grade. Assignments turned in between 24 and 48 hours late will be penalized two full letter grades. Assignments more than 48 hours late will not be accepted.

**Reading Policy:**

I have carefully considered the readings for this course. In some classes, we will spend significant time discussing particular readings. In others, we will treat them as background. In all cases, if there is something you don't understand in the material, it is your responsibility to make sure that you gain an understanding of it by asking questions and raising issues. You are expected to arrive at class ready to discuss any and all of the course readings.

In addition to articles posted on Moodle, the following required texts are available online and at the campus store: Diener and Hagen, *Borders: A Very Short Introduction*; Reece Jones, *Border Walls: Security and the War on Terror in the United States, India and Israel*; and Alison Mountz, *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*.

*COURSE GOALS, OUTCOMES, AND RESOURCES*

**Learning Objectives/ Goals Unique to this course: Upon completion, students will be able to:**

- Explain various historical and contemporary relationships between borders, the things that move across them, states, and citizens/non-citizens
- Articulate and analyze the various ways that borders are both social and political institutions
- Use a series of key theoretical and analytical concepts central to human security
- Understand different paradigms of intervention related to development and human security in the contemporary moment
- Identify and analyze challenges and complexities related to addressing specific problems in human security.

**Learning Objectives/Goals overlapping with the Learning Goals of the IR Department:**

- *Understand the major concepts of international relations*
- *Understand and critically evaluate the theories and approaches to international relations*
- *Identify the key actors in international relations*
- *Demonstrate a knowledge of the key dimensions, events and processes of international relations within their historic context*
- *Demonstrate knowledge of the multi-disciplinary nature of international relations*
- *Demonstrate skills of critical analysis and written and oral communication*



Wednesday, January 15: Course Introduction

## **Borders and States: Spatial Vocabularies**

### 1. Monday, January 20: Borders Through History

- Himmelman, J. 2013. "A Game of Shark and Minnows." *New York Times Magazine*. October 27. <http://www.nytimes.com/newsgraphics/2013/10/27/south-china-sea/?ref=magazine>
- Diener, A. and J. Hagen. Chapters 1-3. In *Borders: A Very Short Introduction*. Oxford University Press

### 2. Wednesday, January 22: Crossing the Border

- Swami, P. 2013. "Runaway Grandmother Sparked Savage Skirmish on LoC." *The Hindu*. January 10, 2013. <http://www.thehindu.com/news/national/runaway-grandmother-sparked-savage-skirmish-on-loc/article4291426.ece>
- Diener, A. and J. Hagen. Chapters 4-6 and Epilogue. In *Borders: A Very Short Introduction*. Oxford University Press.

## **Borders and Boundaries: Borders in Theory and Practice**

### 3. Monday, January 27: How should we study of borders?

- Megoran, N. 2012. "Rethinking the Study of International Boundaries: A Biography of the Kyrgyzstan-Uzbekistan Boundary." *Annals of the Association of American Geographers*. 102(2).
- Balibar, E. 2002. "What is a Border." In *Politics and the Other Scene*.

### 4. Wednesday, January 29: What is the relationship between borders and territory?

- Neocleous, M. 2003. "Off the Map: On Violence and Cartography." *European Journal of Social Theory*. 6(4).
- Mitchell, K. 2010. "Ungoverned Space: Global Security and the Geopolitics of Broken Windows." *Political Geography*. 29.

## **Sovereignty and Exception: Borders, Bodies, and States**

### 5. Monday, February 3: Sovereign Exceptions

- Agamben, G. 1998. "Forms of Life," "Beyond Human Rights," and "What is a Camp" and "The Paradox of Sovereignty." In *Means without End: Notes on Politics*. Minnesota.
- Agamben, G. 1999. "The Muselmann." In *Remnants of Auschwitz: The Witness and the Archive*. Zone.

#### *Recommended:*

- Norris, A. 2005. "The Exemplary Exception: Philosophical and Political Decisions in Giorgio Agamben's *Homo Sacer*." In *Politics, Metaphysics, and Death: Essays on Giorgio Agamben's Homo Sacer*."

### 6. Wednesday, February 5: Envisioning Exceptions

- Gregory, D. 2006. "The Black Flag: Guantánamo Bay and the Space of Exception." *Geografiska Annaler: Series B*. 88(4).

- Salter, M. 2006. "The Global Visa Regime and the Political Technologies of the International Self: Borders, Bodies, Biopolitics." *Alternatives*. No. 31. 167-189.
- Amoores, L. and A. Hall. 2013. "The Clown at the Gates of the Camp: Sovereignty, Resistance and the Figure of the Fool." *Security Dialogue*. 44(2).

7. Monday, February 10: Thinking with and through Exceptions

- Cons, J. 2013. "Narrating Boundaries: Framing and Contesting Suffering, Community, and Belonging in Enclaves along the India-Bangladesh Border." *Political Geography*.

**Walling States: Borders, Fencing, and Sovereignty**

8. Wednesday, February 12: The Geopolitics of Border Walls—Framings

- Jones, R. 2012. Introduction Chapter 1 of *Border Walls: Security and the War on Terror in the United States, India, and Israel*. Zed Books.
- Rice-Oxley, M et al. 2013 "Why Are We Building New Walls to Divide Us." *The Guardian*. November 19. <http://www.theguardian.com/world/ng-interactive/2013/nov/walls#intro>

9. Monday, February 17: The Geopolitics of Border Walls—US-Mexico Border

- Jones, R. 2012. Chapters 2 and 5 of *Border Walls: Security and the War on Terror in the United States, India, and Israel*. Zed Books.

10. Wednesday, February 19: The Geopolitics of Border Walls—US-Mexico Border 2

- Rodríguez, S. 2012. *The Femicide Machine*. semiotext(e).

11. Monday, February 24: The Geopolitics of Border Walls—India-Bangladesh Border

- Jones, R. 2012. Chapter 3 and 6. In *Border Walls: Security and the War on Terror in the United States, India, and Israel*. Zed Books.

12. Wednesday, February 26: The Geopolitics of Border Walls—India-Bangladesh Border 2

- McDuie-Ra, D. 2012. "Tribals, migrants and insurgents: Security and insecurity along the India-Bangladesh border." *Global Change, Peace and Security*. Vol. 24, No 1.
- **Guest Skype Lecture by Dr. Duncan McDuie-Ra, Professor in Development Studies, University of New South Wales**

13. Monday, March 3: The Geopolitics of Border Walls—Walling Palestine

- Jones, R. 2012. Chapter 4 and 7. In *Border Walls: Security and the War on Terror in the United States, India, and Israel*. Zed Books.
- **Guest Skype Lecture by Dr. Reece Jones, Professor Geography, University of Hawai'i**

14. Wednesday, March 5: The Geopolitics of Border Walls—Walling Palestine 2

- Smith, R. 2011. "Graduated Incarceration: The Israeli Occupation in Subaltern Geopolitical Perspective." *Geoforum*.
- Weizman, E. 2011. "The Best of All Possible Walls." In *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza*.
- **Guest Lecture by Dr. Ron Smith, Professor in International Relations, Bucknell University**



**MID-TERM PAPER DUE ON THURSDAY, MARCH 6 ON MOODLE BY MIDNIGHT**

**Exploring Statelessness**

15. Monday, March 17: Statelessness and “The Right to Have Rights”

- Arendt, H. 1968, “The Decline of the Nation State and the End of the Rights of Man.” In *The Origins of Totalitarianism*. New York: Harcourt.

*Recommended:*

- Kerber, L. 2007. “The Stateless as the Citizen’s Other: A View from the United States.” In *Migrations and Mobilities: Citizenship, Borders, and Gender*.

16. Wednesday, March 19: Statelessness at Home: New Orleans post-Katrina

- Benhabib, S. 2004. “‘The Right to Have Rights’: Hannah Arendt on the Contradictions of the Nation State.” In *The Rights of Others: Aliens, Residents, and Citizens*.

17. Monday, March 24: The problem of “statelessness”

**Skype Guest Lecture: Amanda Flaim, Doctoral Candidate, Development Sociology, Cornell University**

- Readings TBD

18. Wednesday, March 26: The “problem” of statelessness

- Mountz, S. 2010. Introduction and Chapter 1 in *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*. University of Minnesota Press.

**Trafficking: Goods, Bodies, Ideas**

19. Monday, March 31: Trafficking in Concept

- Feingold, D. 2010. “Trafficking in Numbers: The Social Construction of Human Trafficking Data.” In *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict*.
- Wong, D. 2005. “The Rumor of Trafficking: Border Controls, Illegal Migration, and the Sovereignty of the Nation State.” In *Illicit Flows and Criminal Things: States, Borders, and the Other Side of Globalization*.

20. Wednesday, April 2: Making Refugees, Thwarting Traffic

- Chapters 2 and 4 in *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*. University of Minnesota Press.

21. Monday, April 7: The Biopolitics of Human Trafficking

- Aradau, C. 2011. “Securing Life: Human Trafficking, Biopolitics, and the Sovereign Pardon.” In *Accumulating Insecurity: Violence and Dispossession in the Making of Everyday Life*.
- Doezema, J. 2000. “Loose Women or Lost Women? The Re-emergence of the Myth of White Slavery in Contemporary Discourses of Trafficking in Women.” *Gender Issues*. 18:1.

22. Wednesday, April 9: Trafficking and Geography



- Chapters 5, 6 and 7 in *Seeking Asylum: Human Smuggling and Bureaucracy at the Border*. University of Minnesota Press.

23. Monday, April 14: Trafficking and/in Victimhood

- Meyers, D. 2011. "Two Victim Paradigms and the Problem of 'Impure' Victims." *Humanity*. 2:2.
- Kristof, N. Assorted Op-Eds 2004-2006. *New York Times*.

24. Wednesday, April 16: Trafficking Body (parts)

- Schepper-Hughes, N. "Parts Unknown: Undercover Ethnography of the Organs-Trafficking Underworld." *Ethnography*. Vol 5, No 1.

### **Wrapping Up**

25. Monday, April 21: In Class Presentations of Podcasts

**PODCASTS DUE ON MOODLE BY NOON**

26. Wednesday, April 23: In Class Presentations of Podcasts

27. Monday, April 28: Course Conclusion

***Final Papers Due: Thursday, May 1, at 6:30 PM***