



**The University of Western Ontario
Department of Anthropology**

**3389F/9224 Special Topics
Risky Passages and Restrictive Borders
Refugees and the Contemporary Challenges
Jan – April 2018
(tentative)**

Class time: Tuesdays 9:30 am - 12:30 pm

Room location: SSC-3227

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Office Hours: TBA

Credit Value: 0.5

Airports, harbours and militarized borders furnished with cameras and detectors are symbols of an era of increasing fear, discrimination, and dehumanization of migrants and refugees. Some scholars use the term “global apartheid” to describe borders as barriers. ‘Fortress Europe’ being a clear example for restricting and controlling the entry of most people from the global South. In this global landscape, place of origin, class, national/ethnic identity, or religion are markers for inclusion or exclusion, of acceptance or rejection, but of mobility and immobility. In contrast, borders-as-bridges facilitate the movement of people deemed ‘civilized’ and ‘risk-free’, along with capital and commodities. National security and the threat of terrorism are slogans invoked to mobilize support for this skewed cartography, and used as pretexts to deny entry, deport or detain individuals, who are often victims of wars and weapons unleashed by the very states restricting or preventing entry. Refugee status and citizenship have become much more difficult to obtain for people fleeing wars, violence, persecution, or natural disasters. Moreover, those seeking refuge, are increasingly recast as potential criminals, undesirable, security threats, or queue-jumpers deviously manipulating western humanitarianism, democracy, and ‘tolerance’. However, the increasing militarization of borders is not hindering many of the poor or those exposed to violence and wars from attempting to seek safety, and a better life. Many take perilous journeys, risking death by drowning as they sail high seas in flimsy boats, or crossing harsh deserts to avoid guards and sophisticated border technologies that aim to catch and trap them, as one does insects or animals in a net. Others remain trapped on borders in detention centers, miserable refugee camps, or within dangerous zones, unable to seek any form of protection or safety from any state. Using readings, lectures, presentations, class discussions and documentary films, the course engages students to critically examine changing and complex borders and what they tell us about the global order, and the effects of these on migrants and their journeys. In the first part our focus is historical and global, dealing with the

emergence of the international refugee regime, followed by the contemporary erosion of refugee rights and international protection. We will draw on case studies and ethnographies such as the US-Mexico border, Fortress Europe, and other examples from around the world, including the recent massive displacement of people from the Middle East and North Africa. We will discuss how refugees strategize to adapt to changing border regimes. We will read/hear through stories and documentaries, the voices of refugees as we follow their precarious journeys to desired harbours of refuge, which do not necessarily turn out to be the ‘promised land’ they imagined, and do not always have happy endings.

Prerequisite(s): Any Arts and Humanities or Social Science 0.5 or 1.0 Essay course.

Extra Information: 3 lecture hours, 0.5 course.

Please note: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Reading Materials: The reading materials will be posted on OWL.

Please note that the dates and number of presentations and documentaries might be slightly modified, depending on the number of students enrolled and available documentaries.

Learning Outcomes: Upon successful completion of the course, students will be able to:

- Analyze state control of borders and border policies to inequalities in political and economic power at a global scale.
- Analyze contemporary approaches and definitions of a ‘refugee’ as related to the emergence of nation-states, and concepts of territorial sovereignty marked by borders.
- Examine borders and borderlands as sites to analyze the state from the margins.
- Trace the history of the international refugee regime, the definition of a ‘refugee’ in international law, and the erosion of the right to seek protection from another state.
- Identify and distinguish among various types of borders (solid, fluid, complex) and what these tell us about political, socio-economic and cultural contexts.
- Apply the knowledge acquired on militarized borders in order to better comprehend refugee experiences.
- Identify and learn about particular cases where borders have become restrictive, such as the US-Mexico and European borders and their effects on the experiences of refugees.

Classes are interactive, they include lectures, documentaries, class and group discussions and presentations

WEEKLY SCHEDULE

Week 1 January 9 Introduction to the course

Week 2 January 16 Borders of Apartheid, Inequality and Exclusion

Langea, Emily and Iva Maria Miranda Pires.

2015. From "Sensed" to "Complex": Some Reflections on Borders Throughout History, *Space and Polity*, 19 (3): 293–304.

Van Houtum, Henk.

2010 "Human Blacklisting: the Global Apartheid of the EU's External Border Regime." *Environment and Planning D, Society and Space* 28(6): 957-976.

Fassin, Didier

2011. Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times, *Annual Review of Anthropology*. 40:213–26

Week 3 January 23 Borders of Apartheid, Inequality and Exclusion

París-Pombo, María Dolores and Diana Carolina Peláez-Rodríguez

2016 Far from Home: Mexican Women Deported from the US to Tijuana, Mexico. *Journal of Borderlands Studies* 31(4):551-561.

Reece, Jones

2016 Borders and Walls: Do Barriers Deter Unauthorized Migration? *Migration Policy Institute*. <https://www.migrationpolicy.org/article/borders-and-walls-do-barriers-deter-unauthorized-migration>

Jones, Reece

2016. The West Bank Wall, *Journal of Borderline Studies* , 31(3): 271–279.

Week 4 January 30 Offshoring, Deportation and Detention

Mountz, A, Briskman, L

2012. Introducing island detentions: The placement of asylum seekers and migrants on islands. Shima: *The International Journal of Research into Island Cultures* 6(2): 21–26.

Flynn, M

2014. There and back again: On the diffusion of immigration detention. *Journal on Migration and Human Security* 2(3): 165–197.

Fleay, Caroline and Sue Hoffman

2014. Despair as Governing Strategy: Australia and the Offshore Processing of Asylum-seekers on Nauru, *Refugee Survey Quarterly*, 33 (2): 1–19.

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Week 5 February 6 Fortress Europe

Esteban, Valeriano and Ana Maria Lopez Sala

2007. Breaking down the Far Southern Border of Europe: Immigration and Politics in the Canary Islands. *Migraciones Internacionales* 4 (1):87-110.

Andrijasevic, R

2010. DEPORTED: The right to asylum at EU's external border of Italy and Libya. *International Migration* 48(1): 148–174.

del Valle, Hernan

2016. Search and Rescue in the Mediterranean Sea: Negotiating Political Differences *Refugee Survey Quarterly*, 35, 22–40.

See: Records of deaths in detention centers as compiled by the Institute of Race Relations here <http://www.irr.org.uk/news/deaths-in-immigration-detention-1989-2017/>

See : <http://www.irr.org.uk/news/migrant-journeys-respecting-the-dead/>

Week 6 February 13 Stories and Journeys

Derluyn, Ilse, Charles Watters, Cindy Mels, and Eric Broekaert

2012 'We are All the Same, Coz Exist Only One Earth, Why the BORDER EXIST': Messages of Migrants on their Way, *Journal of Refugee Studies* 27 (1): 1-20.

Gerard, Alison and Sharon Pickering

2014 Gender, Securitization and Transit: Refugee Women and the Journey to the EU, *Journal of Refugee Studies* 27 (3): 338-359.

Hassan, Ali and Linn Bio'rkklund

2016 The Journey to Dreamland Never Ends: A Refugee's Journey from Somalia to Sweden *Refugee Survey Quarterly* 35, 116–136.

Week 7 February 20 Spring Reading Week 19-23

Week 8 February 27 Test (1.5 hrs).

Documentary and Class Discussion

Week 9 March 6 US- Mexico Borders

Burridge, Andrew

2009 Differential Criminalization under Operation Streamline: Challenges to Freedom of Movement and Humanitarian Aid Provision in the Mexico-US Borderlands. *Refuge* 26(2):78-91.

Ramos, Carolina D.

2017. Identity Performances in a US–Mexico Border Celebration, *Journal of Borderline Studies*, 32 (2): 233–247.

Ewing, Walter A.

2014. “Enemy Territory”: Immigration Enforcement in the US-Mexico Borderlands, *Journal on Migration and Human Security*. 2(3): 198-222.

Week 10 March 13 Political Economy of Borders Essay Proposal

Heyman, Josiah McC. and Hilary Cunningham

2004 Movement on the Margins: Mobilities and Enclosures at Borders, special issue of *Identities: Global Studies in Culture and Power* 11(3): 303-327.

Conlon, D, Hiemstra, N

2014. Examining the everyday micro-economies of migrant detention in the United States. *Geographica Helvetica* 69: 335–344

Luke Stobart

2009 Borders, Labour Impacts, and Union Responses: Case of Spain. *Refuge* 26 (2):28-40.

Week 11 March 20 Challenging Borders, Exclusion and Isolation

Mountz, Alison and Kate Coddington

2014. Countering isolation with the use of technology: how asylum-seeking detainees on islands in the Indian Ocean use social media to transcend their confinement, *Journal of the Indian Ocean Region*, 10 (1): 97–112.

Darling, J

2014. Another letter from the Home Office: Reading the material politics of asylum. *Environment and Planning D: Society and Space* 32: 484–500. (identity).

Griffiths, Melanie

2013 Living with Uncertainty: Indefinite Immigration Detention, *Journal of Legal Anthropology* 1 (3): 263-286.

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Week 12 March 27 Short Paper 15%

Documentaries and Discussion

Week 13 April 3 Graduate Group Presentation

Canada's Border Policies and Refugee Stories

Week 14 April 10

Review

DETAILS for UNDERGRADUATES

Assignments, Dates and Weights

Assignment	Date	Weight/Percentage
Test	Feb 27	20%
Essay Proposal	March 13	5%
Short Paper	March 27	15%
Essay	April 10	30%
Final Exam	April 14-30	30%

Details

UNDERGRADUATES

- 1. Test 20%: Week 8 February 27** This covers readings and documentaries covered from week 2 to week 6. Format is mixed.
- 2. Essay Proposal 5%:** Hand in a proposal (one page double-spaced) outlining topics/questions you are interested in researching and writing about for your essay. Include a minimum of **3** scholarly sources you have reviewed and plan to use in your essay. The references should include anthropology sources.
- 3. Short Paper 15%: Week 12 March 27** This is a 4-5 page paper double spaced covering one of the themes in the course, which summarizes and synthesizes the main content and arguments of **3 articles** and includes your own views on the content of these articles and the theme you chose to read about. The articles should not include any already in the course and should be relatively recent dated from 2010 onwards. **At least 2**

should be from anthropological journals or by anthropologists. These cannot be the same as covered in the essay proposal.

4. **Essay 30%: Week 14 April 10 (see details on essay below):** Write an essay 6-8 pages double-spaced on a topic related to the themes covered in class. You need to have a minimum of 6 sources, 4 of them anthropological references (books and articles), you may use some or all references you reviewed in the short paper and in the essay. **Passing an essay is critical to pass the course.** If you plagiarize, you will get a zero and risk failing the course and other disciplinary measures according to Western policies. Start to think about the essay and begin research earlier in the term! **Submission:** Please note a **hardcopy** of your paper should be handed in class and on time. In addition, an **electronic** version should be submitted to **Turnitin**.
5. **Final Exam 30%** April 14-30. 3 hour exam held during exam period. It covers all the material covered in class. The format is a combination of multiple choice, true and false, definitions fill-in the blanks, short and/or long answers.

General information about your essay

Number pages, double space, font 12 Times New Roman, no space between paragraphs!

Students must use a minimum of 6 sources, with no less than 4 from anthropological sources.

An essay is not a summary of readings, but an in-depth argument about a question or topic that you support drawing on scholarly sources.

Make sure the essay question is related to the topics covered during the term, that it is not too general, and its scope not too wide to cover in the limited pages you are allowed for the essay.

The essay has to be coherent and its arguments clear. Do not ramble or repeat the same idea to fill space.

How should my papers be organized?

An essay should include an introduction, body, conclusion, and references.

A cover page with the title of the essay, course number, instructor's name, student's name and number.

1. *Introduction* Begin the essay with your main question, argument, and general context. Then state your thesis, proposition or argument.

2. *Body of the Essay* This is where you present your arguments that support your main thesis or question. All your discussion and points raised in the body should be in support of the main question and argument you provided in the introduction. That is, don't include material that is irrelevant to the topic. Your discussion and supportive arguments here should draw on scholarly sources. Do not rely on one or two sources, but draw on a number of articles and books and make sure you paraphrase and cite the source. Avoid long direct quotes.

3. *Conclusion* Summarize the main arguments. You may also end by raising new questions for future research.

You need to cite within the text and at the end of the essay. At the end of the essay list the books, articles etc. you cite in the paper; be consistent with the citations and references. **Wikipedia is not a scholarly source.**

Write clearly! Use spell check AND read your paper before handing it in.

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Late Assignments: 2% of your essay grade will be deducted for each day you are late in submitting the paper, no assignments will be accepted five days (including weekends) after the due date. This means if your essay grade is 80%, it will become 78% if one day late, 76% if two days late and so on.

Class Website The syllabus, lecture outlines, important announcements, other relevant information and grades will be posted on the class website. Brief lecture outlines will be posted after class. You may download these on your computer, but **you are not allowed to make these public or download onto other websites**. It is your responsibility to daily check the website for updates.

GRADUATES

Assignments, Dates and Weights

Evaluation	Date	Weight/Percentage
Leading Weekly Group Discussion	Weekly	25%
Presentations	TBA	25%
Grad group presentation	April 3	15%
Essay	April 10	35%

Details

GRADUATES

Leading Weekly Group Discussion 25%: At the beginning of the term we will divide the class in groups and each graduate student along with the instructor will each lead group discussions covering the material for the week. Each graduate student will submit questions and a few ideas (one page only) the day before class that they will use to help undergraduate students think about the articles critically and motivate them to discuss their ideas about the readings of the week. These groups discussions could be an opportunity for undergraduate students to discuss their essay topic and get assistance in formulating their questions.

Presentations 25%: Each graduate student will give one short presentation (about half an hour) on a topic covered in class (who does which week will be decided on the first day of class as this depends on the number of students) and they will end the presentation with a few questions for class discussion.

Graduate Group Presentation 15%: April 3rd. This is a graduate group project regarding Canadian policies related to border policies and practices (including the US-Canada border, but also what happens at airports when asylum seekers arrive and harbors), changing migration and refugee policies, etc. The group presentation should provide students with an overview of Canada's migrant and refugee border and detention policies, and how it affects migrants and refugees. It would be important to give at least one real life history of a refugee or migrant

who crossed the border and the kinds of challenges they experienced. You may wish to meet early among yourselves to divide tasks and themes, some may wish to cover the history, others the border experiences, etc. All graduate students will receive the same grade for this assignment.

Essay 35%: I encourage you to write an essay that is related to your research as long as it is related to the themes covered in the course. Please discuss with me your topic if you are in doubt.

Important Information

All students should familiarize themselves with Western's current academic policies regarding **accessibility, plagiarism and scholastic offences, and medical accommodation**. These policies are outlined, with links to the full policies, at: http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

Laptops and other electronic devices

You are allowed to use laptops to take notes in class, but nothing else. Turn OFF your cell phones and all electronic devices while in class other than the laptop. You are NOT allowed to tape-record or video anything during class.

No electronic devices are allowed during the exam.

Helpful Information and Websites

For citation and information on style guides, plagiarism and other, consult: <http://www.lib.uwo.ca/essayhelp/>

The Western Writing Support Centre offers free one-on-one counselling sessions, online writing help, and workshops. See <http://www.sdc.uwo.ca/writing/>

Registrar: <http://www.registrar.uwo.ca>

Student Support Services: <http://westernusc.ca/services/>

Anthropology website: <http://anthropology.uwo.ca/>

Undergraduate Chair: Prof. Andrew Walsh, SSC 3402 519- 661-2111 x85092

Department Chair: Prof. Kim Clark, SSC 3323, 519-661-3430

Take a look at some of our Minors, including: Minor in Refugee and Migrant Studies:

http://anthropology.uwo.ca/undergraduate/program_information/index.html