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

<table>
<thead>
<tr>
<th>WEEKLY SCHEDULE</th>
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<td><strong>Week 1 January 9</strong> Introduction to the course</td>
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12/20/2017
Week 2 January 16 Borders of Apartheid, Inequality and Exclusion

Langea, Emily and Iva Maria Miranda Pires.

Van Houtum, Henk.

Fassin, Didier

Week 3 January 23 Borders of Apartheid, Inequality and Exclusion

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

Reece, Jones

Jones, Reece

Week 4 January 30 Offshoring, Deportation and Detention

Mountz, A, Briskman, L

Flynn, M

Fleay, Caroline and Sue Hoffman
**Week 5 February 6 Fortress Europe**

Esteban, Valeriano and Ana Maria Lopez Sala

Andrijasevic, R

del Valle, Hernan


**Week 6 February 13 Stories and Journeys**

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

Gerard, Alison and Sharon Pickering

Hassan, Ali and Linn Bio´rlund

**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

Ramos, Carolina D.

Ewing, Walter A.

**Week 10 March 13 Political Economy of Borders Essay Proposal**

Heyman, Josiah McC. and Hilary Cunningham

Conlon, D, Hiemstra, N

Luke Stobart

**Week 11 March 20 Challenging Borders, Exclusion and Isolation**

Mountz, Alison and Kate Coddingtonona

Darling, J

Griffiths, Melanie
### 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**

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<tr>
<th>Assignment</th>
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<tr>
<td>Test</td>
<td>Feb 27</td>
<td>20%</td>
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<tr>
<td>Essay Proposal</td>
<td>March 13</td>
<td>5%</td>
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<tr>
<td>Short Paper</td>
<td>March 27</td>
<td>15%</td>
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<tr>
<td>Essay</td>
<td>April 10</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>April 14-30</td>
<td>30%</td>
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#### 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.

12/20/2017
**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.

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**GRADUATES**

**Assignments, Dates and Weights**

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<th>Evaluation</th>
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<tr>
<td>Leading Weekly Group Discussion</td>
<td>Weekly</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Grad group presentation</td>
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</tr>
<tr>
<td>Essay</td>
<td>April 10</td>
<td>35%</td>
</tr>
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**Details**

**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.

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**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](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/](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/](http://www.sdc.uwo.ca/writing/)

Registrar: [http://www.registrar.uwo.ca](http://www.registrar.uwo.ca)

Student Support Services: [http://westernusc.ca/services/](http://westernusc.ca/services/)

Anthropology website: [http://anthropology.uwo.ca/](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](http://anthropology.uwo.ca/undergraduate/program_information/index.html)