

**ANTH 3389G-200**  
**ADVANCED SPECIAL TOPICS IN REFUGEE AND MIGRANT STUDIES**  
**TOPIC: RISKY PASSAGES AND RESTRICTIVE BORDERS**  
**REFUGEES AND THE CONTEMPORARY CHALLENGES**  
**WINTER 2021-22**  
**COURSE OUTLINE**

*Version Date: Jan 7, 2022*

**Class day & time:** ZOOM - Wednesdays 1:30-3:30 pm (+1 hour asynchronous)

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**Office Hours:** TBA

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 that discriminate against the poor and people from the global south. "Fortress Europe" symbolizes the restrictive entry for most people considered undesirable and threats to the "national body". In this geopolitical landscape, place of origin, class, race, national/ethnic identity, or religion or a combination thereof are markers for inclusion or exclusion, of acceptance or rejection, and of mobility or immobility. In contrast, borders-as-bridges facilitate the movement of people deemed "risk-free", along with capital, labor (when needed), and commodities. Slogans such as "national security" are invoked to mobilize support for this skewed cartography, and used as pretexts to deny entry, deport or detain individuals, most of whom are victims of wars unleashed or supported by the very states restricting or preventing entry. Refugee status and citizenship have become much more difficult to obtain and those seeking refuge are increasingly recast as potential criminals, security threats, or queue-jumpers. Negative perceptions abound, such as the idea that migrants deviously manipulate western humanitarianism, democracy, and "tolerance". Despite the hardening of borders, the poor and the marginal continue to take perilous journeys to seek safety, and a better life. Many risk their lives and indeed die by drowning as they sail high seas in flimsy boats, or cross harsh deserts to avoid guards and sophisticated 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 camps, or in dangerous zones, unable to seek any form of protection or safety from any state.

Drawing on readings, lectures, class discussions, documentary films and visiting speakers, 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, the focus is historical and global, dealing with the fall of empires, and the emergence of the international refugee regime. In another segment we trace the emergence of restrictive and complex borders accompanied by the erosion of refugee rights especially 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. 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.

### Learning Outcomes

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

- Analyze the historical emergence of borders and increasing state control over border crossings.
- Analyze contemporary borders as intersecting with the nation-state and territorial sovereignty.
- Examine borders and borderlands as dynamic zones of social and cultural exchanges.
- Analyze the changing priorities and discourse of the international refugee regime to discourage people from the global south from seeking refuge in rich industrial states.
- 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 borders in order to better comprehend refugee experiences.
- Apply what was learned to analyze other cases for comparative purposes.

### Course Materials

Students will be able to access readings through OWL's "Course Reading".

### Assignments, Dates and Weights

Assignment	Weight/Percentage	Date
a. Midterm	15%	Week 6 Feb 16
b. Essay proposal	5%	Week 8 March 9
c. Commentary	20%	Week 11 March 30
d. Essay	30%	Week 12 April 6
e. Final Exam	30 %	TBA Apr 10 - April 30
Total	100%	

#### Week 1 Jan 12 Introduction

Introduction to the course, assignments and expectations

#### Week 2 Jan 19 Borders: Historical, Social and Geopolitical

##### *Reading*

1. 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.

2. Van Houtum, Henk. 2012. "Remapping Borders", Chapter 23, in Thomas M. Wilson and Hastings Donnan (editors), *A Companion to Border Studies*, Wiley-Blackwell, pp. 405-417.

*Asynchronous: Watch*

Edward Kolla. 2021. "The Amazingly Idiosyncratic History of Passports." Center for International and Regional Studies.

<https://www.youtube.com/watch?v=CAeCoxozdLI>

### **Week 3 Jan 26 Borders of Exclusion**

*Reading*

1. Fowler, Rebecca A. 2016. U.S. Biopolitical Geographies of Migrant Containment, 15 (1): 1-24.
2. Maguire, Mark. 2011. "Vanishing Borders and Biometric Citizens," (Chapter 2) in *Security, Insecurity and Migration in Europe*, pp. 31-50.

*Asynchronous: Watch*

Al-Jazeera: "Witness –Photographing the Exodus – Part 1 and 2"

Part 1 <http://www.youtube.com/watch?v=-eNcj7BRGFY&feature=relmfu>

Part 2 <http://www.youtube.com/watch?v=JKbEENRTuZ4&feature=relmfu>

### **Week 4 Jan Feb 2 Asylum and Detention**

*Reading*

1. Bosworth, Mary. 2012. Subjectivity and identity in detention: Punishment and society in a global age, *Theoretical Criminology*, 16(2) 123–140.
2. Fiske, Lucy. 2013. Riotous Refugees or Systemic Injustice? A Sociological Examination of Riots in Australian Immigration Detention Centres, *Journal of Refugee Studies*, 27 (3): 383.

*Asynchronous: Watch*

1. TRT. 2021. "Australian Government Under Fire for Neglecting Severely Ill Child Refugee"

[https://www.youtube.com/watch?v=l\\_aU64RmriU](https://www.youtube.com/watch?v=l_aU64RmriU)

2. BBC News: Australia Ends Papua New Guinea Controversial Asylum Detention

<https://www.youtube.com/watch?v=gD729UmRR6U>

### **Week 5 Feb 9 "Fortress Europe" Kills by Land and Sea**

*Reading*

1. Ifekwunigwe, Jayne O. 2013. 'Voting with their feet': Senegalese youth, clandestine boat migration, and the gendered politics of protest. *African and Black Diaspora: An International Journal*, 6 (2): 218-235.
2. Gibbings, Beth. 2010. Remembering the SIEV X: Who Cares for the Bodies of the Stateless, Lost at Sea? *The Public Historian*, Vol. 32, No. 1, pp. 13–30.

*Asynchronous: Watch*

Vice News. 2021. "Inside the World's Deadliest Migrant Route"

<https://www.youtube.com/watch?v=I5kIbQRjJHk>

**Week 6 Feb 16 Mid-term 15%**

**Feb 23 Reading Week**

**Week 7 March 2 Gendered Migration**

*Reading*

1. 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.
2. Perera, Suvendrini and Joseph Pugliese. 2021. Sexual Violence and the Border: Colonial Genealogies of US and Australian Immigration Detention Regimes, *Social & Legal Studies*, 30 (1): 66-79.

*Asynchronous: Watch*

Times Documentaries: "Sexual Assault Inside ICE Detention: 2 Survivors Tell Their Stories"  
<https://www.youtube.com/watch?v=32HupTtWNTg>

**Week 8 March 9 Will I get a letter of rejection or approval? Uncertain lives Essay Proposal 5%**

*Reading*

1. Darling, Jonathan. 2014. Another letter from the Home Office: reading the material politics of asylum, *Environment and Planning D: Society and Space* 2014, 32: 484 – 500.
2. Griffiths, Melanie. 2013. Living with Uncertainty: Indefinite Immigration Detention, *Journal of Legal Anthropology*, 1(3): 263-286.

**Week 9 March 16 The U.S.-Mexico Border**

*Reading*

1. Burrige, Andrew. 2011. Differential Criminalization under Operation Streamline: Challenges to Freedom of Movement and Humanitarian Aid, *Refuge*, 26 (2): 78-91.
2. Green, Linda. 2009. The Fear of No Future: Guatemalan Migrants, Dispossession and Dislocation, *Anthropologica*; 51 (2): 327-341.

*Asynchronous: Watch*

Vice News. 2021. "How Massive Immigration Raid Ended in a Massacre at the Mexican Border"  
<https://www.youtube.com/watch?v=qPaH3wD0ttM>

**Week 10 March 23 Canada, Borders and Asylum Guest Speaker**

*Reading*

1. Razack, Sherene H. 2021. Human Waste and the Border: A Vignette, *Law, Culture and the Humanities*, 17(2) 322-334

*Asynchronous*

TBA by the guest speaker prior to her lecture.

**Week 11 March 30 Settler-Colonialism: Palestinian Refugees Commentary 20%**

*Reading*

1. Waziyatawin. 2012. Malice Enough in their Hearts and Courage Enough in Ours: Reflections on US Indigenous and Palestinian Experiences under Occupation, *Settler Colonial Studies* 2 (1): 172-189.
2. Bhandara Brenna and Alberto Toscano. 2017. Representing Palestinian dispossession: land, property, and photography in the settler colony, *Settler Colonial Studies* 7 (1): 1-18

*Asynchronous: Watch*

1. 2016. The Empire Files: Inside Palestine's Refugee Camps (2016), <https://www.youtube.com/watch?v=HxvNZisaB8E&t=386s>
2. 2020. Angela Davis on Black Liberation and Palestinian Solidarity, Democracy Now (interview with Amy Goodman) <https://www.youtube.com/watch?v=4MEN5E8Oe34>

**Week 12 April 6 Open Class Discussion Essay 30%**

Open Class Discussion: Residential schools *synchronous*: Watch together

AlJazeera. 2017. Canada's Dark Secret / Featured Documentaries

[https://www.youtube.com/watch?v=peLd\\_jtMdrC](https://www.youtube.com/watch?v=peLd_jtMdrC)

**Final Exam 30%: During Exam Period (April 10<sup>th</sup> – 30<sup>th</sup>)**

**Course delivery with respect to the COVID-19 pandemic**

We will meet for **2 hours via zoom** (synchronous) Wednesdays 1:30-3:30 pm. This synchronous period includes discussions in break out rooms, lecture, class discussion (all of us) and a 15 to 20 minutes break.

The remaining **1 hour is asynchronous**: Please **watch the documentaries/interviews** that I will post during some weeks, which along with the readings will be posted on OWL. They are included in discussion, the midterm and final exam.

**Assignment Details**

Each week we will meet two hours on zoom **synchronously**. It is important you attend these to contribute and participate in class and small group discussions.

**1. Midterm (15%) Week 6 Feb 16, it covers lectures, readings, and documentaries and materials posted on OWL from week 2 to week 5.**

This will be an open-book midterm using the OWL test/quiz function when you will have to answer two questions, essay form, double-spaced in two hours. (500 words x 2 = total 1000 words).

## **2. Essay Proposal (5%) Week 8 March 9**

This is **half a page** to encourage you to start thinking about the essay and begin early researching relevant scholarly articles. Submit about half a page where you generally describe the topic of interest to you, including a tentative title, a couple of sentences about the ideas you wish to develop, and four possible references. You are allowed to change the topic of the essay later in the term.

## **3. Commentary (20%) Week 11 March 30.**

Based on documentaries/materials posted on OWL

For the asynchronous hour, I will post documentaries, and/or articles and interviews for you to watch/listen or read each week. Based on these documentary films and interviews submit a 3-4 page commentary (750-1000 words). I will post a question or two a week before to help you focus. For example, I might ask you to compare two documentaries, or to discuss a recent deportation or detention of a refugee you read about and refer to the documentaries to show how these confirm or contradict the real experience of the refugees you read about.

## **4. Essay (30%) Week 12 April 6**

The essay is an opportunity to delve a bit deeper into ideas and themes of interest to you and to develop your research and writing skills. If in doubt about your topic check with me or the TA. Start thinking about it early in the term.

## **5. Exam (30%) During Exam Period – 3 hours. TBA (exam period Apr 10 - April 30).**

Although the final exam will be mainly based on lectures, readings, documentaries and any other materials covered from week 7 – 12, the questions require that you draw on the general ideas, arguments and concepts discussed throughout the term. You will have four essay questions to answer, each 300-400 words to a total of 1200-1600 words. The exam will be open-book and you have three hours to complete it.

Helpful guidelines for your essay:

*Number of words:* 1500-2000 words (6 – 8 pages double-spaced). Number pages, double space, font 12 Times New Roman, do not use additional spacing between paragraphs.

*Paper Content:* The essay should tackle a topic related to the course themes. Make sure the question/problem you raise is clear and specific: Example: focus on a particular group, the Rohingya, then focus on a theme, for example, the Rohingya experience crossing into Bangladesh, and what that tells us about state power and the concepts of citizenship and/or sovereignty. Or, you may wish to focus on the growing industries that accompanies border technologies, such as building walls, the construction of detention centers, transportation of “illegal” migrants. Secondly, select relevant sources: you may use 2 sources from class readings, and a minimum of 4 other sources outside the assigned readings.

Think of the essay as a place to present your own views and arguments and not as a summary of readings, but an analytical paper where you use the literature to support your ideas. Select the books and articles you will use wisely, making sure they are relevant to your topic.

*An outline*, even if rough, before you start writing is a good habit to develop.

*Essays should include* a) an introduction, which is a paragraph that states what the paper is about. It should allow the reader to clearly understand what you will be discussing and arguing; b) the body of the paper, includes the main arguments supported by scholarly references; c) a conclusion, where you summarize the main argument.

*Use subtitles* to organize your thoughts, however not too many, otherwise it will seem fragmented, for this essay which is relatively short, three to four subtitles are sufficient. The essay should flow and all your paragraphs and subtitles should revolve around your main question.

*Remember the reader!* Your essay should be clear, coherent and easy to follow, and try to keep the reader interested! *Do not ramble or write ambiguously. Revise and proofread!* Your computer's spelling skills are not better than yours!

**References/Citation:** Use scholarly sources. (Do not use Wikipedia- it is not a scholarly source). Internet sources are also not allowed, unless used to access articles from scholarly journals, such as *American Anthropologist*, *Refuge*, *Journal of Refugee Studies*, *Journal of African Studies*, etc.).

*In-text citation and bibliographic* references are required. Make sure you cite the author when an idea is not yours, and include the reference in the bibliography at the end of the essay. Unless the quote is particularly appropriate, **paraphrasing is more effective**. Failure to cite the original source of ideas that are not yours leads to **plagiarism** with serious consequences to your academic life (see paragraph on plagiarism).

**Citation Examples** Chicago Style, (you may use another but be consistent). For further information please check Chicago Style site, also check articles in anthropology journals for examples.

A citation for a **book** appearing in the text as: (Nader 2020, 26-28).

In the Bibliography:

Nader, Salim H. 1998. *The Rohingya Refugees*, Chichester, UK: Wiley-Blackwell.

A citation for a **journal article** appearing in the text as (Smith and Gupta 2020, 243). Or Smith and Gupta (2020, 243) argue that..

In the Bibliography:

Smith, Michael A and Nasser Mohammad. 2020. "State Power, Sovereignty and Borders." *Refugee Studies* 14, no. 6 (December): 220-215.

A citation for an **electronic document** would be cited in the text in the same way as a print document. For example, citation for an internet document appearing in the text as: (Shandi and Li 2018, par. 13)

In the Bibliography:

Shandi, Sama and Anne Li. 2018. *Refugees and Fortress Europe*. (Here you add the link).

**Late Assignments:** I will accept late assignments two days after the deadline without penalty, after that 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.

## IMPORTANT INFORMATION

### Course Absences

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling).

In case you miss the midterm for a valid reason, there will be ONE alternative midterm for all those who missed it. Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

### Course Specific Statements and Policies

In order to pass an essay course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course. Thus for this course, you must submit both the commentary and the essay and receive a passing grade on at least one of these two assignments.

### Academic Integrity - Statement on Plagiarism

**Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.**

You need to write the midterm and final exam by yourself, meaning you are not allowed to work on the final exam with any other student or person.

*All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](https://www.turnitin.com).*

### Statement on Seeking Special Accommodations

No accommodations will be granted retroactively more than 10 days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

### Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

### Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their



instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see: [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

[Student Medical Certificate \(SMC\)](#)

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

### **Institutional Statements and Policies**

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).