

**DEPARTMENT OF ANTHROPOLOGY**

**ANTH 3389B-001**

**ADVANCED SPECIAL TOPICS IN REFUGEE AND MIGRANT STUDIES**

**TOPIC: RISKY PASSAGES AND RESTRICTIVE BORDERS**

**REFUGEES AND THE CONTEMPORARY CHALLENGES**

**WINTER 2024**

**COURSE OUTLINE**

*Version Date: January 15, 2024*

**Instructor and course information:**

Instructor: Dr. Randa Farah

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Credit Value: 0.5

Prerequisite: Registration in third year or above.

Antirequisite: None.

**Course Description**

Airports, harbors, and militarized borders furnished with cameras and detectors are symbols of an era of increasing fear, discrimination, and dehumanization of migrants. Some scholars use terms such as “Global Apartheid” and “Fortress Europe” to describe restrictive borders as mechanisms of power that prevent most of the poor and those considered undesirable from entering rich industrial countries, especially North America, Europe, and Australia. In this geopolitical landscape, place of origin, class, race, national/ethnic identity, religion, or a combination thereof are markers for inclusion or exclusion, acceptance or rejection, and mobility or immobility. In contrast, borders-as-bridges facilitate the movement of people deemed “risk-free”, as well as capital, labor (when needed), and commodities. Despite the hardening of borders, the poor and the marginal continue to take perilous journeys to seek safety and a better life. Many people risk death and indeed drown as they sail high seas in flimsy boats, or cross harsh deserts to avoid guards and sophisticated technologies. Others remain trapped at borders in detention centers, miserable camps, or dangerous zones, living in limbo and unable to seek any form of protection or safety from any state. Drawing on readings, lectures, class discussions, documentary films, and a guest speaker, 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. We will draw on case studies and ethnographies such as the US-Mexico border, Fortress Europe, and other

examples from around the world to examine how migrants experience restrictive borders. We will read/hear through stories and documentaries, the voices of refugees as we follow their precarious journeys, which do not always have happy endings.

### 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 the use of new border technologies and their effects on migrants.
- Identify and distinguish among various types of borders and what these tell us about political, socio-economic, and cultural contexts.
- Analyze contemporary borders as refracting the political order based on the nation-state and territorial sovereignty.
- Examine borders and borderlands as dynamic zones of social and cultural exchanges.
- Apply the knowledge acquired 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".

Assignment	Evaluation Weight/Percentage	Date
1. Short Test 1	15%	Wk 7
2. Short Paper 1	15%	Wk 8
3. Short Test 2	20%	Wk 11
4. Short Paper 2	20%	Wk 12
5. <u>Final Exam</u>	30%	<u>Final Exam Period</u>
Total	100%	

### Short Tests

The first short test will cover lectures, readings and documentaries from Week 2 – 6 (includes week 2 but excludes week 7). The second short test will cover lectures, readings and documentaries from week 7 – 10 (includes week 7 but excludes week 11). The format will be mixed: multiple choice, true and false, short answers, and definitions. To accommodate

students who need a bit more time to complete the test, it will be a one-hour test although it should not take more 40 min to complete.

### Short Papers

The first short paper (Times New Roman, 3-4 pages double-spaced) 20% is due week 8. Using ideas from lectures, course readings, and library sources (peer-reviewed) select a border (not covered in class) and discuss the experiences of migrants and asylum seekers attempting to cross.

In the second paper, use examples to discuss why the use of biometrics is detrimental to migrants including asylum seekers. Analyze why you think in the cases you chose the state(s) have hardened their borders.

Please note: You may choose another topic as long as it relates to course themes, but please discuss it with me before you start writing.

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

Chicago Style or APA, make sure that you use **in-text citation**. 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 for your academic life (see paragraph on plagiarism).

Examples Chicago Style, (you may use another style as long as it allows for entering citation that includes author, year and page number, and be consistent in the style you use.

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).

In the Bibliography:

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

### Final Exam – 30%

The final exam (two hours) will cover all lectures, readings, and documentaries covered during the term that is from week 1 to the last class. The format will be mixed and may include: multiple choice, true and false, definitions, and short and long answers.

### **Late Policy for Assignments**

Late Assignments: I will accept late assignments two days after the deadline without penalty, after that and unless accommodation is granted, 2% of your paper 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.

### **Academic Statements and Policies:**

#### Academic Rights and Responsibilities

All students should familiarize themselves with Western's current [Academic Rights and Responsibilities](#) policies in the Academic Calendar. Such items include accommodations for students with disabilities, religious holidays, consideration for medical illness, academic appeals, plagiarism and scholastic offences, and code of student conduct.

#### 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.

#### Course Specific Conditions Required to Pass this Course:

In order to pass this course students must complete the final exam.

#### Use of OWL

Western's online course management program, will be used for providing the final course outline using the Syllabus page, submitting and returning assignments (using the Assignments page) and communicating with the class (using the Announcements tool). Pdf copies of Powerpoint presentations will be made available on OWL. All grades will be posted in the OWL Gradebook.

### Academic Consideration for Student Absences:

For students who have missed, or will miss, any course work, whether it be for medical related or non-medical related, please read the details and instructions on "[What is Academic Consideration](#)".

All missed work must be made up by the end of the exam period in the applicable term. 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](#).

## WEEKLY SCHEDULE AND READINGS

### **Week 1 Jan 09 Introduction**

Introduction to the course, assignments, and expectations

### **Week 2 Jan 16 Borders: Historical, Social and Geopolitical**

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.

### **Week 3 Jan 23 Biopolitics, Surveillance, and Borders of Exclusion**

Fowler, Rebecca A. 2016. U.S. Biopolitical Geographies of Migrant Containment, 15 (1): 1-24.

Chaulagain, Rabindra, Wael M. Nasser and Julie E. E. Young. 2022. "#StayHomeSaveLives: Essentializing Entry and Canada's Biopolitical COVID Borders", *Journal of Borderlands Studies*, 37: 4, 723–740.

### **Week 4 Jan 30 Fortress Europe**

Derluyn, Ilse, Charles Watter, 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.

Kallius, Annastiina, Daniel Monterescu, Prem Kumar Rajaram. 2016. Immobilizing mobility: Border ethnography, illiberal democracy, and the politics of the "refugee crisis" in Hungary, *American Ethnologist*, 43 (1): 25–37.

### **Week 5 Feb 6 Extending Territorial Sovereignty and Detention in Islands**

Mountz, Alison. 2011. The enforcement archipelago: Detention, haunting, and asylum on islands *A Political Geography* (30), 118-128.

Keenan, Sarah. 2020. Expanding Terra Nullius *The Contemporary Pacific, Volume 32, Number 2*, 449–460

### **Week 6 Feb 13 Borders: Trauma and Resilience**

Ortega, Debora M., Lisa Graybill<sup>1</sup>, and Christopher N. Lasch “Enacting and Sustaining Trauma and Violence Through Policy Enforcement: Family Immigration Detention,” *Affilia: Journal of Women and Social Work*. 2015, Vol. 30(3) 281-285.

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.

### **Feb 19 – 25 Reading Week**

### **Week 7 Feb 27 Humanitarianism and its Dilemmas **First Test 1 15%****

Burridge, Andrew. 2011. Differential Criminalization under Operation Streamline: Challenges to Freedom of Movement and Humanitarian Aid, *Refugee*, 26 (2): 78-91.

Kotsioni, Ioanna. 2016. “Detention of Migrants and Asylum-Seekers: The Challenge for Humanitarian Actors” , *Refugee Survey Quarterly*, 35, 41–55

### **Week 8 Mar 5 Detention at Borders **First Paper 2 (3-4 pages) 20%****

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

Malloch, Margaret S. and Elizabeth Stanley. The Detention of Asylum Seekers in the UK, *Punishment and Society*, 7(1): 53–71.

### **Week 9 March 12 Walls, Power and Resistance**

Seidel, Timothy. 2023. ‘Emigrantes, Palestinos, Estamos Unidos’: anticolonial connectivity and resistance along the ‘Palestine-Mexico’ border, *Postcolonial Studies*, 26(1): 94-111.

Genovese, Taylor R. 2022. Under the Shadow of the Wall, *Visual Anthropology Review*, 38(2): 1-18.

**Week 10 March 19 Crossing Boundaries in the Neoliberal Age GUEST LECTURE**

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.

Green, Linda. 2009. The Fear of No Future: Guatemalan Migrants, Dispossession and Dislocation, *Anthropologica*; 51 (2): 327-341.

**Week 11 March 26 – Remembering the Victims Second Test 15%**

Gibbins, 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

Video/documentary: "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 12 April 2 Class Discussion and Review Second Paper 2 (3-4 pages) 20%**

**Final Exam: Exam Period**