

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Geography 98T
 Course Title Border studies: mobility, (extra)territoriality, & sovereignty in a globalizing world
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis x _____

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Course focuses on the social, political, and economic structures, discourses, and governance of bordering in various geopolitical and intercommunal contexts over time. We explore how the processes of bordering (inclusion, exclusion, and control of space and mobility) create an object of study, and how to critically analyze these processes.

3. List faculty member(s) who will serve as instructor (give academic rank):

Sara Hughes, Teaching Fellow; Professor John Agnew, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No x

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2016-2017 Fall Enrollment _____ Winter Enrollment x Spring Enrollment _____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No x

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

X General Knowledge	Course examines theory and modern issues in border studies in Political Geography and related disciplines (sociology, political science, etc), and insights into research methodologies.
X Integrative Learning	Theoretical perspectives from within political geography, cultural geography, sociology, and political science will be explored to discover contrasting approaches and ways to answer research questions.
X Ethical Implications	Modern issues in border studies, including new and historical practices of inclusion and exclusion, social justice, and (im)mobility of variously positioned groups, will be explored at length in the course.
X Cultural Diversity	Bordering practices frequently intersect with issues of race, ethnicity, gender, and class. We will explore cases of bordering around the world, with an eye to these issues and how they play out at different places and times.
X Critical Thinking	Critical thinking in examinations of theory and modern issues in border studies is forefront: evaluating arguments, assessing the evidence, etc., are skills we will develop and hone as a class.
X Rhetorical Effectiveness	Through several assignments, including a writing portfolio, final research paper, and final in-class presentation, students will practice their skills at framing and delivering a reasoned and persuasive argument.
X Problem-solving	Through our analysis of various texts on bordering, mobility, and globalization, we will examine contemporary problems and alternative approaches to solving them.
X Library & Information Literacy	Through the writing portfolio (which includes annotated bibliography) and final research paper students will have to synthesize a variety of sources and data using library accounts and catalogues.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>n/a</u>	(hours)
3. Labs:	<u>n/a</u>	(hours)
4. Experiential (service learning, internships, other):	<u>n/a</u>	(hours)
5. Field Trips:	<u>n/a</u>	(hours)

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1-2</u>	(hours)
2. Reading	<u>2-3</u>	(hours)
3. Group Projects:	<u>1-2</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>n/a</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>1-2</u>	(hours)
7. Research Activity:	<u>1-2</u>	(hours)

(B) TOTAL Out-of-class time per week **12** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

GEOG 98T
BORDER STUDIES:
MOBILITY, (EXTRA)TERRITORIALITY & SOVEREIGNTY IN A GLOBALIZING WORLD
 Winter 2017, UCLA

Time & Location: TBD
 Instructor: Sara Hughes
 Email: saranhughes@ucla.edu
 Office hours: TBD, Bunche A-185

Welcome to Border Studies: Mobility, (Extra)territoriality & sovereignty in a globalizing world! This course considers theory and modern issues in border studies in Political Geography and related disciplines, and provides insights into research methodologies in the field. In an era of globalization, free trade, and increasing integration, in this course we will analyze the function and effects of bordering practices and transnational mobility in the contemporary, globalized world. It analyzes the impacts, imagined and real, of globalization on the modern sovereign state system, the practice of bordering around the world, and the relative (im)mobility of various groups and peoples. Among other topics, the course will explore: challenges to the sovereign state system, the securitization and externalization of borders both discursively and in practice, and immigration and mobility. Throughout the course we will apply theoretical concepts from political geography to contemporary geopolitical events. **The objectives of this course are:**

- To introduce and explore the key theoretical concepts of political geography pertaining to Border and Mobility Studies
- To understand the border as a social construction, shaped by historical, political, social and cultural contexts
- To analyze contemporary issues in bordering practice and its unequal effects on groups and peoples
- To analyze the role geography plays in the organization of political space
- To develop a writing style that draws on evidence to make clear, convincing arguments

Approach to Teaching

I always come to class well-prepared and energetic and I expect my students to do so too. Together with the students, my goal is to create a Community of Active Learners who are highly motivated to engage with the material and with each other to achieve the course learning objectives, as well as additional objectives we may identify along the way. A class can typically include a mini-lecture and a paired activity, a group activity, and/or a lively class discussion as well as a student presentation. Some classes will include films and guest speakers. At the end of each session, we will summarize the most important theories and information, synthesize it with what we have learned previously, and clarify expectations for upcoming class meetings and assignments.

Classroom Policies

Students are expected to have completed the assigned readings prior to each class and be prepared to contribute to the class with questions derived from the readings, and reflections from your own experiences and other courses. If assigned a student presentation, students are expected to come well prepared and ready to discuss.

Absences:

Please arrive to class on time. Consistent tardiness is disrespectful to your instructor and peers and will result in loss of participation points. Let me know by email in advance if you will be absent due to injury or illness, and bring a doctor's note to the following class so that you won't be docked participation points or have assignments counted as 'late.'

Electronics:

No phones! Be engaged and present with your instructor and peers. Laptops are okay, depending on the plan for section that day, but I may ask you to put them away for an activity.

Emails:

Lecturers have many responsibilities besides teaching, and we are not always available to answer your urgent emails. I will do my best to reply to emails within 24 hours; if I receive them on a weekend, you can expect a reply by the end of the day on Monday.

Course Requirements & Assessment

This is a writing intensive course, with an emphasis on learning through written communication. The majority of your grade in this class will be determined through written assignments. All assignments should be uploaded to CCLE by the due date. Hard copies are not required. *Late submissions are docked 20% per day late.* Assessment consists of the following:

Class Participation (60 pts)	Includes reading all assigned materials, on-time attendance to all sessions, engagement in discussion, and a research update in Week 7 or 8.
Weekly Discussion Board Post (40 pts)	Includes on-time submission of one approximately 200 word post each week that engages with assigned readings. Posts should be submitted via CCLE before [time] on the [day] before class.
Writing Portfolio (80 pts)	Includes three assignments that lead to your research project: proposal (15 pts), literature survey (25 pts), and annotated bibliography (40 pts).
Research Project (90 pts)	Final research paper (8-12 pgs).
Research Presentation	Short presentation (5-8 minutes) of your research during the Week 10 class conference.

(30 pts)	
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Class Participation:

Class discussions are at the core of this seminar. As such, in order to receive full participation credit, it is essential that you come to every class having read all assigned materials and prepared to actively participate in discussion. Active participation involves more than speaking in class; students will be expected to make connections between readings and comments raised by the instructor and fellow students. Participation also means fostering an environment of respect and mutual learning in which everyone feels comfortable engaging in discussion. If you are shy or have language barriers, I encourage you to talk to me about strategies for participating in class.

Each student will also give **one short (2-3 min per person) update on their research** during class in Week 7 (date) or Week 8 (date). Students will be assigned a week on the first day of class. You should give a brief overview of your topic and motivating question, the argument you will be making, and any issues or problems you have encountered. You can use PowerPoint or any other media if you wish, but this is not required.

Weekly Discussion Board Post:

You are required to make one approximately 200 word post on the CCLE discussion board each week. This post will be a response to a prompt that I will provide that pertains to the readings for that week. The purpose of these posts is to ensure that you critically engage with each of the assigned readings prior to class. In addressing the prompt, you should make connections between readings, comments and insights from previous seminars, and any news articles and media that they encounter outside of the seminar. You are not expected to summarize every reading, but rather to use critical thinking to draw out arguments from texts and assess their validity. Posts are due by **[time] on [date] before class**. Late posts will not receive credit.

Writing Portfolio:

The purpose of your writing portfolio is to help facilitate research for your final project over the course of the quarter. It is made up of three assignments:

- **Project proposal** (due [date] @ [time]). Includes your proposed topic title, motivating question, and a one-paragraph summary. If you are not writing a research paper, you should also discuss what format your final project will take.
- **Statement of available literature** (due [date] @ [time]). A 1-2pp summary of available sources for your topic that assesses their usefulness and gaps in the literature.
- **Annotated bibliography** (due [date] @ [time]). Includes citations for 5-6 sources (per person) and a paragraph for each that critically summarizes its content and how you will use it in your project.

Research Project:

A major portion of the grade for this seminar is a research project focusing on a case study of bordering in the contemporary world. The research project requires that you make

effective use of the library resources on campus, and is structured to encourage you to develop your writing skills with an aim toward crafting clear and convincing arguments (rather than summarizing or reporting information). An emphasis will be placed on *thesis statements*, the *use of evidence to make an argument*, and the *use of academic sources*. While web research may provide a good place to start to get ideas, the writing assignment should engage scholarly articles and/or books. To work towards the goal of improving your writing, I will give you feedback on your work, and you will have the opportunity to revise your paper with the benefit of comments from me and your peers. We will do a **peer-review activity** in which you will exchange papers with one of the other students in class and provide comments for them. As you will find, revisions are a key part of the writing process. You will submit a draft in Week 10 for feedback from me and for the peer-review assessment, and a final, revised draft will be due during Finals Week.

Research papers should be **8-12 pgs in length** and should critically analyze a specific case of bordering in the contemporary world. Examples of possible topics include:

- Assessing the economic conditions, governance structures, social policy issues, and binational relations of a particular border region
- Analyzing border politics and policy in one of the following areas: economic development, labor, migration, public health, the environment, security
- The interaction between borders, people and identity in a specific border region
- New forms of control, surveillance, and tracking being employed at air, land, and sea boundaries in an attempt to prevent terrorist incursions into states

Research Presentation:

All projects will include a final presentation (5-8 minutes) that will be given during the class conference on the last day of the seminar. More detail on the expectations will be provided during the quarter. In addition, students will complete peer-review activity and exchange comments on paper draft.

Class Schedule and Readings

WEEK 1 (date): Introduction—border and mobility studies in Political Geography

Newman, D. & Paasi, A. 1998. "Fences and neighbors in the postmodern world: boundary narratives in political geography." *Progress in Human Geography* 22:2.

Johnson, C. et al. 2011. "Interventions on rethinking 'the border' in border studies." *Political Geography* 30:2.

Jones, R. 2009. "Categories, borders and boundaries." *Progress in Human Geography* 33:2.

Richardson, T. 2013. "Borders and mobilities: Introduction to the special issue." *Mobilities* 8:1.

Lamont, M. & Molnar, V. 2002. "The study of boundaries in the social sciences." *Annual Review of Sociology* 28:1.

WEEK 2 (date): Borders and the sovereign state system

***DUE: Project proposal, uploaded to CCLE by [date] at [time].**

Jones, R. 2011. "Political Geography and National Boundaries."

Murphy, A. 1996. "The Sovereign State System as Political Territorial Ideal: historical and contemporary considerations" in *State sovereignty as social construct*, Cambridge University Press.

Selections from Delaney, D. 2005. *Territory: a short introduction*, Wiley-Blackwell.

WEEK 3 (date): Globalization—the death of the nation-state?

Jones, R. 2009. "Geopolitical Boundary Narratives."

Paasi, A. 2009. "Bounded spaces in a 'borderless world': border studies, power and the anatomy of territory." *Journal of Power* 2:2.

Agnew, J. 2003. "A world that knows no boundaries? The geopolitics of globalization and the myth of a borderless world."

WEEK 4 (date): Borders & identity

***DUE: Statement of available literature, uploaded to CCLE by [date] at [time].**

Brubaker, R. 2002. "Ethnicity without groups."

Selections from Anzaldua, G. 1987. *Borderlands: La Frontera*, Auntie Lute Books.

Doevenspeck, M. 2011. "Constructing the border from below: narratives from the Congolese-Rwandan state boundary." *Political Geography* 30:3.

Salter, M. 2008. "When the exception becomes the rule: borders, sovereignty, and citizenship." *Citizenship Studies* 12:4.

WEEK 5 (date): "Fortress Europe/America"—the resurgence of borders in the contemporary world

Boaz, Atzili. 2007. "When good fences make bad neighbors: Fixed borders, state weakness, and International conflict."

Selections from Brown, W. 2010. *Walled states, waning sovereignty*.

Till, K. et al. 2013. "Interventions in the political geographies of walls." *Political Geography*.

Selections from Carr, M. 2016. *Fortress Europe: Dispatches from a gated continent*, the New Press

Selections from Andreas, P. & Snyder, T. 2000. *The wall around the West: state borders and immigration controls in North America and Europe*, Rowman and Littlefield.

WEEK 6 (date): Refugees, Diasporas & Migrants

*Guest lecture: Asli Bali, Professor of Law, UCLA—Refugees vs Economic Migrants

Carens, J. 1987. "Aliens and citizens: the case for open borders." *The Review of Politics* 49:2.

Selections from Bigo, D. & Guild, E. 2005. *Controlling frontiers: free movement into and within Europe*, Ashgate Publishing, Ltd.

Bacon, D. 2005. "Communities without borders." *The Nation* 24.

Campbell, H. & Hayman, J. 2007. "Slantwise: beyond domination and resistance on

the border." *Journal of Contemporary Ethnography* 36:1.

WEEK 7 (date): Off-shoring sovereignty and bordering practices

***In-class research updates (group 1).**

***DUE: Annotated bibliography, uploaded to CCLE by [date] at [time].**

Schain, M. "The state strikes back: immigration policy in the European Union." *European Journal of International Law* 20:1.

Gammeltoft-Hansen, T. 2010. "The externalization of European migration control and the reach of international refugee law." *European Journal of Migration and Law*.

Bigo, D. 2007. "Detention of foreigners, states of exception, and the social practices of control of the banopticon," *Borderscapes: Hidden geographies and politics at territory's edge*.

WEEK 8 (date): Border security & the Global War on Terror

***In-class research updates (group 2).**

Dunn, T. & Palafox, J. 2000. "Border militarization and beyond: the widening war on drugs." *Borderlines* 8:4.

Nagengast, C. 1998. "Militarizing the border patrol." *NACLA Report on the Americas* 32:3.

Amoore, L. 2006. "Biometric borders: governing mobilities in the war on terror." *Political Geography* 25:3.

Anderson, J. 2002. "Borders after 11 September, 2001." *Space and Polity* 6.

WEEK 9 (date): Borders & (im)mobility

Pullan, W. 2013. "Conflict's tools: borders, boundaries, and mobility in Jerusalem's spatial structures." *Mobilities* 8:1.

Moran, D. et al. 2012. "Disciplined mobility and carceral geography: prisoner transport in Russia" *Transactions of the Institute of British Geographers*.

Salter, M. "To make move and let stop: mobility and the assemblage of circulation." *Mobilities* 8:1.

WEEK 10 (date): Class Conference

***DUE: Presentation slides, uploaded to CCLE by [date] at [time].**

***DUE: Research paper written deliverable for peer review, uploaded to CCLE by [date] at [time].**

FINALS WEEK (date): Final submission of Research Project

***DUE: Final, edited and peer-reviewed draft of research paper, uploaded to CCLE by [date] at [time].**



New Course Proposal

Geography 98T Border Studies: Mobility, (Extra)Territoriality, and Sovereignty in Globalizing World

Course Number	Geography 98T		
Title	Border Studies: Mobility, (Extra)Territoriality, and Sovereignty in Globalizing World		
Short Title	GLOBALIZING WORLD		
Units	Fixed: 5		
Grading Basis	Letter grade only		
Instructional Format	Seminar - 3 hours per week		
TIE Code	SEMT - Seminar (Topical) [T]		
GE Requirement	Yes		
Major or Minor Requirement	No		
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.		
Course Description	Examination of theory and modern issues in border studies in Political Geography and related disciplines, and insights into research methodologies. Topics include: challenges to modern nation-state system, securitization and externalization of borders discursively and in practice, immigration and (im)mobility.		
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows		
Syllabus	File GEOG 98T Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.		
Supplemental Information	Professor John Agnew is the faculty mentor for this course.		
Grading Structure	Participation - 20% Discussion Board - 13% Writing Portfolio - 27% Research Project - 30% Research Presentation - 10%		
Effective Date	Winter 2017		
Discontinue Date	Summer 1 2017		
Instructor	Name Sara Hughes	Title Teaching Fellow	
Quarters Taught	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer		
Department	Geography		
Contact	Name MICHELLE CHEN	E-mail mchen@oid.ucla.edu	
Routing Help			

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status:	Added to SRS on 8/12/2016 12:20:49 PM
Changes:	Title, Short Title
Comments:	No Comments

Role:	FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status:	Approved on 8/11/2016 3:47:02 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office.

Role:	FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173
Status:	Approved on 7/28/2016 9:08:08 AM
Changes:	No Changes Made
Comments:	No Comments

Role:	FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 7/27/2016 4:05:13 PM
Changes:	No Changes Made
Comments:	Routing to Joe Bristow for FEC approval.

Role:	CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status:	Approved on 7/13/2016 4:03:19 PM
Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role:	Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status:	Submitted on 7/13/2016 3:53:25 PM
Comments:	Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045