

IS 485: Martin Scholars – Borders

Fall 2018

Instructor: Florian Justwan, Ph.D.

Class: Tuesday, Thursday; 12:15 pm - 01:30 pm (AD 338D)

Open Research Hour: Wednesday; 3:30 pm – 4:30 pm (AD 338D)

Office Hours: Wednesday 12:00pm - 2:00pm (Administration 323)

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COURSE DESCRIPTION

This course is devoted to one of the most important political institution of the 21st century – borders. The general premise on which this course is built is very straightforward: different people imagine, interpret, and experience borders in different ways. This, in turn, leads to significant social, political, and economic problems. In order to study this topic, we will focus on some of the most pressing challenges created by modern borders in various parts of the world.

Structurally, the course is divided into two sections. First, we will meet twice a week and discuss various case studies related to the theme of this course. More specifically, we will cover (1) the causes and consequences of the making of modern borders, (2) self-determination and secession, (3) territorial conflict, (4) maritime conflict, and (5) border security & immigration. The second section of the class will run from early October until the end of the spring semester. During that time, you will work independently on a major paper project. The latter can focus on any topic related to borders. I hope (and expect) that you will choose an issue that you are passionate about and that you will meet with me regularly to discuss progress on this assignment. Please note that this class is designed like a graduate-level seminar. There will be significant amounts of reading each week. This is essential to lay the groundwork for your independent paper project.

Learning Outcomes:

The University of Idaho has 5 learning outcomes for undergraduate education (see: <http://www.uidaho.edu/learningoutcomes>)

1. Learn and integrate
2. Think and create
3. Communicate
4. Clarify purpose and perspective
5. Practice citizenship

In this course, you will work towards each of these five learning outcomes through a number of different assignments and activities.

COURSE MATERIALS

- Graziano, Manlio (2017). *What is a Border?* Stanford, CA: Stanford University Press.
- Coggins, Bridget (2014). *Power Politics and State Formation in the Twentieth Century. The Dynamics of Recognition.* Cambridge: Cambridge University Press.
- Hayton, Bill (2014). *The South China Sea. The Struggle for Power in Asia.* New Haven, CT: Yale University Press.
- Di Cintio, Marcello (2013). *Walls: Travels Along the Barricades.* Berkeley, CA: Soft Skull Press. OR
- Rawlence, Ben (2016). *City of Thorns.* New York: Picador.
- All other readings will be provided to you online via **bblearn**.

COURSE REQUIREMENTS AND GRADES

20%	Attendance & Participation
20%	Weekly Response Papers
10%	Presentation
45%	Final Paper (Due Date TBA)
5%	Final Paper Draft (Due Date: October 11)

Participation (20 percent)

Your participation grade will be based on the quality and quantity of your oral contributions during class. I expect you to read and think about the assigned material prior to our meetings. Come prepared with questions, ideas, and comments related to the readings so that we can have an interesting conversation in the classroom. The more everybody participates, the more rewarding this class is going to be. Since this course only meets in-person for a few weeks during the Fall semester, I expect you to come prepared for every session. If you have any concerns about your participation grade, contact me as soon as possible.

Weekly Response Papers (20 percent)

In order to facilitate your engagement with the course material and to lay the groundwork for a lively discussion in the classroom, every student will write a weekly reaction to the readings on the syllabus. This reaction paper is due at the beginning of class on Thursday and it will cover the readings for that entire week (that is, both Tuesday and Thursday). Papers should be around 500 to 700 words. These do not have to be formal essays. In other words, you do *not* have to develop a clear thesis, nor does there have to be a common narrative thread that connects every part of your paper. However, I would like you to reflect on the readings (critique or agree with them), raise questions, connect a given set of readings with other material discussed in the course, and/or bring in outside examples that are relevant to the issue at hand. Late work will not be accepted.

Presentation (10 percent)

During the month of September, every student will give a short 12-15 minute presentation. More information about this assignment will be provided in class.

Final Paper (50 percent)

Most of your grade in this class will come from a major paper assignment. The latter will be due at the end of this academic year (specific date is TBA). I hope that you will choose a paper topic that you are passionate about and that speaks to your larger interests (and potentially career goals). Please note that I am open to a number of different formats for this project. You can either choose to write a policy paper (see the Martin School guidelines at the end of this syllabus for more details) or a more traditional research paper focusing on one or two cases you are particularly interested in. Keep in mind: this final project must be substantial, rich, and detailed enough to warrant 50 percent of your final course grade and almost two semesters worth of work. By the end of the fall semester, you are required to turn in two pieces related to this assignment: a proposal (due: October 11), and (2) a rough draft (worth 5 percent of your grade and due on December 7). Given the magnitude of this research project, I encourage you to start thinking about this assignment right away and to meet with me often and regularly to discuss progress.

GRADE SCALE

Note: final grades will NOT be rounded

- A = 90.00-100.00
- B = 80.00-89.99
- C = 70.00-79.99
- D = 60.00-69.99
- F = 00.00-59.99

COURSE POLICIES

Absences

Every absence will drastically lower your participation grade, unless you have a valid excuse AND proper documentation. If you know in advance that you have a conflict preventing you from coming to class on a given day, please contact me as soon as possible.

Academic Honesty

It is the policy of our department to refer instances of suspected academic dishonesty to the Student Judicial Council. For the Dean of Students' Academic Integrity site which includes UI Policies and Student Academic Dishonesty Resources, see <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>.

Disabilities

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: www.uidaho.edu/current-students/cdar

Special Assistance

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. A wide range of services is available to support students in their efforts to meet the course requirements. Tutoring and College Success helps students increase their mastery of course material through course-specific tutoring and academic skills development. Check out their workshops, tutorial groups, and drop-in tutoring schedules posted on their website <http://www.uidaho.edu/current-students/academic-support/asp>, or sign up for services at their main office, Idaho Commons 306. Finally, Counseling & Testing Service is available to assist students who are encountering personal, social, and emotional difficulties or crises. Visit them in Mary E. Forney Hall Room 306, 885-6716, or see their website at <https://www.uidaho.edu/current-students/ctc>.

Electronic Device Policy

The use of cell phones, iPods, iPads, or any other electronic device will not be permitted during class meetings. I will permit you a laptop ONLY to take notes and review online readings. Please note that I reserve the right to reverse this policy at any time

Assignment and Grade Record-Keeping

Students are responsible for saving all graded work until final grades are recorded with the registrar and checked by the student.

Classroom Learning Civility

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

Grade Appeals

If you believe that one of your assignments has been graded unfairly, you can appeal your grade in written form. You have to hand in your appeal on the day after the assignment or exam was returned. Comparisons to other students' graded assignments will not be accepted for a complaint. Hand in the original copy of the graded assignment/exam together with the written appeal. I will reevaluate your grade in light of the argument that you made. However, the new grade may be the same, higher, or lower than the original grade and it will be final.

COURSE SCHEDULE (This is only a tentative schedule for this course. Content may change)

Week 1		Introduction – the Nature and History of Borders
	August 21 (T)	This syllabus. Introduction to the Course.
	August 23 (R)	Graziano, Manlio (2017). What is a Border? Stanford, CA: Stanford University Press.
Week 2		The Making of Modern Borders – Causes and Consequences
	August 28 (T)	<ul style="list-style-type: none"> • Read First: J.Herbst (2000). “States and Power in Africa.” Princeton, NJ: Princeton University Press. Chapter 2 • Second: H.L. Wesseling (1996). “Divide and Rule. The Partition of Africa, 1880-1914.” Westport, CT: Praeger Publishers. Chapter 2. • Third: Read ONE of the following: <ul style="list-style-type: none"> • J.R.V. Prescott (1987). Political frontiers and boundaries. London: Allen and Unwin. Chapter 7. • J.R.V. Prescott (1987). Political frontiers and boundaries. London: Allen and Unwin. Chapter 8 (ignore the discussion about Canada).
	August 30 (R)	<ul style="list-style-type: none"> • Read First: J. Herbst (2000). “States and Power in Africa.” Princeton, NJ: Princeton University Press. Chapter 4 • Second: J. Herbst (2000). “States and Power in Africa.” Princeton, NJ: Princeton University Press. Chapter 5 • Third: R. Franck and I. Rainer (2012). “Does the Leader’s Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan Africa.” In: American Political Science Review 106 (2), pages 294-308 and 313-319. (<i>ignore the stats!</i>)
Week 3		Self-Determination and Secession
	Sept. 4 (T)	Coggins Chapters 1, 2, 3, 5.
	Sept. 6 (R)	Coggins Chapters 6 and 7.
Week 4		Territorial Conflict
	Sept. 11 (T)	<ul style="list-style-type: none"> • The causes of Territorial Disputes: Student Presentations. • S.L. Quackenbush (2014). International Conflict. Logic and Evidence. Thousand Oaks, CA: Sage Publications. Chapter 4. • K. Wiegand (2005). “Nationalist Discourse and Domestic Incentives to Prevent Settlement of the Territorial Dispute Between Guatemala and Belize.” In: Nationalism and Ethnic Politics 11 (3), pages 349-383.

	Sept. 13 (R)	<ul style="list-style-type: none"> • H.A. Trinkunas (2015). "Rivalry, Trade, and Restraint on the Colombia-Venezuela Border." In: M. Jaskoski, A.C. Sotomayor, H.A. Trinkunas (eds). American Crossings. Border Politics in the Western Hemisphere. Baltimore: Johns Hopkins University Press. Chapter 6. • A.C. Sotomayor (2015). "Legalizing and Judicializing Territorial and Maritime Border Disputes in Latin America: Causes and Unintended Consequences." In: M. Jaskoski, A.C. Sotomayor, H.A. Trinkunas (eds). American Crossings. Border Politics in the Western Hemisphere. Baltimore: Johns Hopkins University Press. Chapter 3. • K. Mani (2015). "Political Learning through a Transgovernmental Network: Resolving the Argentine-Chilean Border Dispute during the 1990s." In: M. Jaskoski, A.C. Sotomayor, H.A. Trinkunas (eds). American Crossings. Border Politics in the Western Hemisphere. Baltimore: Johns Hopkins University Press. Chapter 4.
Week 5		Maritime Conflict - South China Sea
	Sept. 18 (T)	Hayton Chapters 1, 2, 3, 4, 5 (note: make sure to have a close look at the maps following the "contents"-page).
	Sept. 20 (R)	<ul style="list-style-type: none"> • Hayton Chapters 6, 7, 8, 9. • Reader on South China Sea.
Week 6		Border Security and Immigration
	Sept. 25 (T)	Di Cintio Chapters 1, 2, 3, 4, 5 (pages 9-130).
	Sept. 27 (R)	<ul style="list-style-type: none"> • Di Cintio Chapter 7 ("Shun Thy Neighbor"). • Reader on U.S.-Mexico Border. • https://www.wnycstudios.org/story/border-trilogy-part-1/ • https://www.wnycstudios.org/story/border-trilogy-part-2-hold-line/
Week 8		Paper Proposals Due
	Oct. 11 (R)	<i>Paper Proposals Due</i>
Week 16		Paper Draft Due
	Dec. 7 (F) at 11:59 pm	Due date for Paper Draft.

APPENDIX – Research Papers & Policy Papers: Models for a Final Project

Research Paper – Case Study

In a research paper, you should first identify an intriguing “why”-question. Usually, the latter focus on differences in politics across countries or differences in politics over time. The point of a research paper is to offer an in-depth analysis of a given case and to provide a compelling theory-guided answer to your underlying research question. At its core, a research paper has six main sections:

- 1) **Introduction:** provide the research question, state why it is significant, and provide necessary background information for your paper topic.
- 2) **Literature Review:** what does the academic literature have to say about the type of phenomenon you are studying? How have other people answered “why-questions” that are similar to yours? Do other researchers have competing explanations for the type of phenomenon you are studying? Note: before writing this review, it might be helpful to create an *annotated bibliography* (more about this in person).
- 3) **Theory:** What is *your answer* to the “why question” presented in the introduction? This answer needs to be theory-based. Here, you do *not* have to provide evidence yet. Instead, apply a theoretical perspective to your research question and answer the latter from the perspective of your chosen theory.
- 4) **Methods Section:** how will you know if your answer is correct? What do you expect to find (in written / spoken records / archives / other narrative documents etc.) if your explanation is “correct”? In other words: provide criteria to determine if your theoretical “hunch” is supported by the qualitative/quantitative data.
- 5) **Empirical Results:** How does your proposed answer square with the available evidence? Feel free to rely on any kind of evidence pertinent to your topic: narrative evidence from decision-makers, auto-biographies, statements in newspapers, or (easily digestible) quantitative data. Make sure to consult with me about this as soon as you have identified your research question.
- 6) **Conclusion:** re-state your research question, and summarize your findings. Are there any larger implications of your study? Are there any shortcomings in your paper that you are aware of? If so, what are they and how could they be remedied?

Some format/style notes:

Because all Martin Scholar papers are automatically submitted for consideration to be included in the *Journal of the Martin School | International Studies*, and the JMSIS uses footnotes, that is the citation method to be used on these papers. Please use Times New Roman, 12 pt. font, with one inch margins all around. The main body of the paper should run about 12-15 pages.

Policy Papers in the Martin Institute | International Studies

As the name implies, these are documents designed to suggest policy options for a current problem/issue. Historical analyses, case studies, and the like are better suited as research papers, as the entire point of a policy paper is to convince policymakers that your idea is worth pursuing – and too much detail means they won't engage with your paper in the first place.

At its core, a policy paper has four main sections, which are complemented by two more. The main four:

- 1) **Overview/Background**, including a statement of purpose, analysis of the current policy, and a justification (for lack of a better word) of the need for a policy change.
- 2) **Discussion of options**, including maintenance of the status quo, your preferred policy, and two others. All must be viable – no fair making yours look better by presenting only garbage as the alternatives in this segment. This is neither a comparative nor argumentative section.
- 3) **Policy recommendation**, featuring your detailed justification for exactly why this is your recommended solution. This includes a cost-benefit analysis of each; while this can be either quantitative or qualitative (or both, really), you need to show an understanding of the consequences of acting/not acting in accordance with the policy options.
- 4) **Implementation recommendation**, including specific information on how and when to implement the policy. This includes likely trade-offs necessary in the policy process, to get the support necessary to implement it. Also, some measure of success in the near and middle term must be identified.

The additional two:

- 1) **An executive summary**, which actually comes first in the paper but is generally written last because it must include detail from the four main sections. The summary includes:
 - a. **Statement of current policy**
 - b. **Reason(s) for proposing changes**
 - c. **Policy options to be considered**
 - d. **Pros and cons of each option**
 - e. **Recommended course of action**
 - f. **Justification of/for recommendation**
- 2) **Appendices and the like**, which follow the main body of the paper and provide supporting information in the form of maps, charts, expanded information/annexes that does not fit in the main body, and your bibliography.

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