

**IS 190 POLITICAL BOUNDARIES: CONTESTED BORDERS IN  
INTERNATIONAL POLITICS**

**FALL QUARTER 2016**

Dr. Vidya Nadkarni

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**Seminar Meeting Time and Location:**

Mondays 9:00 AM to 11:50 AM, **RBC 1401**

Instructor will be available for consultation between 8:00 AM and 9:00 AM in class every Monday.

**Course Scope and Objectives:**

What do boundaries signify in twenty-first century international politics? Do they represent lines of political and legal division separating citizens from foreigners? Or have boundaries been rendered invisible by the movement of people and trade across borders? Transnational challenges dealing with the environment, drugs, and terrorism do not stop at borders. How may we conceptualize borders that serve as lines of division and points of exchange? This seminar will begin with a study of religious and ethical traditions on the making and unmaking of boundaries. Drawing on historical examples from around the world, we will examine boundary narratives, explore the causes of border conflicts that often spill over into violence, and investigate the conditions for the creation of zones of peace in border areas.

**Books and Readings:**

Alexander C. Diener and Joshua Hagen, ed. *Borderlines and Borderlands: Political Oddities at the Edge of the Nation-State*, Lanham, MA: Rowman & Littlefield, 2010.

Allen Buchanan and Margaret Moore, ed. *States, Nations, and Borders: The Ethics of Making Boundaries*, Cambridge: Cambridge University Press, 2003.

Assigned readings that are not from the texts above are posted on the Triton ED site for this course.

**Policy on Academic Integrity:**

Students are expected to abide by ethical standards and exercise responsibility concerning principles of scholastic integrity.

**By enrolling in this course, all students have consented to submit their work to Turnitin.com.** All work must be done exclusively by the individual to whom it has been assigned. Students should assume that collaboration on assignments, the use of unattributed outside sources or outside aids (both written and electronic) is

not allowed unless explicitly approved by the professor. All cases of suspected cheating and plagiarism will be referred for adjudication to the Office of Academic Integrity and the Dean of Student Affairs of the student's undergraduate college. Any violation for which a student is found responsible is considered grounds for failure in the course. To review the policy, please see:

[http://students.ucsd.edu/files/Academic-Integrity/Policy-on-Integrity-of-Scholarship\\_eff-fall2009.pdf](http://students.ucsd.edu/files/Academic-Integrity/Policy-on-Integrity-of-Scholarship_eff-fall2009.pdf).

### **Course Requirements:**

**Regular attendance is MANDATORY. Absences will adversely affect your grade. Students are also expected to be on time for each seminar session.** Active participation counts for 20% of your grade and includes initiating and contributing ideas that spark discussion and debate and presenting the research paper in class. For more on expectations in this category, please see the sections below on "Seminar Participation" and "Oral Presentations."

Students will also write a research paper. Details on all these requirements and the grading scheme appear below.

### **Seminar Participation: 10%**

Beginning with the seminar session on October 5, several students will be designated to facilitate the discussion and analysis of the readings assigned for the week. Students will do this by analyzing the central arguments in each reading and generating questions for discussion. **The length of each presentation should be no more than 10 minutes. Please keep in mind that during this presentation, reading from the text is UNACCEPTABLE.** Preparing a presentation requires thoughtful analysis of the assigned readings and the distillation of the main points and identification of issues of interest that warrant discussion and debate. **Each student who is assigned a set of readings will bring to class a two-page WRITTEN summary of the main arguments and develop thoughtful questions that center on debatable or interesting issues raised in the reading.** **The instructor will collect this summary in class.** The instructor will also be actively engaged in guiding the discussion in order to ensure that all angles have been explored. All students will be expected to have read the material thoroughly so that we may have an active and thoughtful exchange of ideas. Non-participation in these discussions will lower your participation grade. This means that **ALL students are expected to participate and this cannot happen without every student having engaged in a careful consideration of the assigned readings.**

## Research Paper: 80%

The research paper is the primary component of the seminar and students are urged to follow scrupulously the posted deadlines for all stages of the writing process. Students will select a topic (**selection to be cleared with the instructor by October 3**) dealing with historical or contemporary contested border issues between two or more states/peoples anywhere in the world. The central question, the **hypothesis** derived from the central question, and a preliminary bibliography are all **due on October 10**). The detailed and annotated **bibliography is due on October 17**. The **first draft of the research paper is due on October 31 and final draft due by 9:00 AM on December 5**. All assignments (as Word documents) should be emailed to the instructor at: [nadkarni@sandiego.edu](mailto:nadkarni@sandiego.edu) by 9:00 AM of the posted deadline dates. The final draft should be emailed and submitted as a turnitin assignment that will be set up on Triton ED.

The research paper should run between 18-20 pages (typed, double-spaced, and paginated, with proper citations and a bibliography). For the paper, students will have to consult a minimum of **ten sources** in addition to the readings from the assigned materials for class. These can be books, book chapters, articles from scholarly journals, primary source materials or materials from authoritative web sites, such as the official U.S. State Department web site, the United Nations or NATO web site, etc. Magazines such as *Time*, *Newsweek*, and/or *Economist* may be consulted and cited, but should not be part of the count for the minimum of ten scholarly resources. Proper citations must be provided for all your sources. You must also choose an appropriate title for each paper. Paper topics must be cleared with the instructor. Students will be required to submit a thesis statement, a bibliography, a first draft, and a final draft of the paper. The thesis statement should posit a clear link between the dependent variable (that which is being explained) and the independent variable(s) (factors used to explain the dependent variable). The posited causal link should derive from an established body of theoretical literature. Students will get feedback at all stages of the paper-writing process.

Use the APA format for citations and bibliography.

**The paper is worth 80% of your grade** and will include a separate oral presentation component (see below). **Final drafts of the research papers are due no later than 9:00 AM on Monday, December 5.**

## Oral Presentations: 10%

**Students will also present their research papers in class on November 21 and 28.** On the day of their presentations students should prepare a **PowerPoint presentation outlining the thesis, main arguments, evidence, and conclusions reached in the paper, along with relevant visuals.** Presentations will be graded on clarity of the hypothesis, the cogency of the argument, evidentiary data,

presentation style, and the quality of the responses to questions asked following the presentation.

**Course Policies:**

Please note that the following Reading Assignment Schedule may be subject to change. In this event, changes will be announced in class in a timely fashion and students will be responsible for keeping themselves informed of these changes. Readings may be added to the schedule, so please keep abreast of modifications.

## **Reading Assignment Schedule**

**Week One**                      **Theoretical and Conceptual Underpinnings**  
September 26

1. Diener and Hagen, Introduction
  2. Buchanan and Moore, Introduction
  3. **Roland Axtmann**, "The State of the State: The Model of the Modern State and its Contemporary Transformation," *International Political Science Review* (2004), Vol. 25, No. 3, pp. 259-279.
  4. **Oscar J. Martinez**, "Borderlands and Borderlanders," Chapter 1, pp. 5-25, in Martinez, *Border People: Life and Society in the U.S.-Mexico Borderlands*, (Tucson: The University of Arizona Press, 1994)
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**Week Two**                      **Jewish and Islamic Religious Traditions and the Israeli-Palestinian Dispute**  
October 3

1. Buchanan and Moore, The Jewish Tradition (Chapters 2 & 3)
2. Buchanan and Moore, The Islamic Tradition (Chapters 10 & 11)
3. Diener and Hagen, Chapter 6: The Green Line Between Israel and Palestine
4. Roundtable Discussion, "Religion and the Conflict," *Palestine-Israel Journal of Politics, Economics & Culture*. 2015, Vol. 20/21 Issue 4/1, p129-144.

**Due today (October 3): Topic for Research Paper should be emailed to the instructor.**

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**Week Three**                      **The Christian and Natural Law Traditions**  
October 10                      **Case Studies: Argentina and the Migrant Crisis**

1. Buchanan and Moore, The Christian Tradition (Chapters 6 & 7)
2. Buchanan and Moore, The Natural Law Tradition (Chapters 8 & 9)
3. Robert Greene, "Colonial Becomes Postcolonial," *Modern Language Quarterly* 65:3 (September 2004): 423-41.

**Week Three Assignments continued on page 5**

4. Diener and Hagen, Misiones Province, Argentina: How Borders Shape Political Identity (Chapter 10)
5. Europe's Migrant Crisis, <http://www.cfr.org/migration/europes-migration-crisis/p32874>

**Due today (October 10): Thesis Statement and Preliminary Bibliography for Research Paper. See page 9 of this syllabus for format to be used in completing of this assignment. Please email to instructor.**

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**Week Four**                      **The Confucian Tradition and Case Studies: China, Thailand and Burma (Myanmar)**  
October 17                      **The Liberal Tradition**

1. Buchanan and Moore, The Confucian Tradition (Chapters 4 & 5)
2. June Teufel Dreyer, "The 'Tianxia' Trope: Will China Change the International System?" *Journal of Contemporary China*, Vol. 24, No. 96 (2015): 1015-1031.
3. Karin Dean, "The Sites of Sino-Burmese and Thai-Burmese Boundaries: Transpositions Between the Conceptual and Life Worlds," (Chapter 8) in Prem Kumar Rajaram and Carl Grundy-Warr, Ed. *Borderscapes: Hidden Geographies and politics at Territory's Edge*, Minneapolis: University of Minnesota Press, 2007: 183-200.
4. Buchanan and Moore, The Liberal Tradition (Chapters 12 & 13)

**Due Today (October 17): Annotated bibliography. Please email to instructor.**

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**Week Five**                      **The International Law Tradition**  
October 24                      **Case Studies: The United States and Mexico**

1. Buchanan and Moore, The International Law Tradition (Chapters 14 & 15)
2. Steven R. Ratner, "Drawing a Better Line: UTI Possidetis and the Borders of New States," *The American Journal of International Law*, Vol. 90. No. 4 (October 1996): 590-624.
3. Buchanan and Moore, Chapter 16
4. Diener and Hagen, Point Roberts, Washington: Boundary Problems of an American Enclave (Chapter 11)
5. **David Thelan**, "Rethinking History and the Nation-State: Mexico and the United States," *Journal of American History* (1999), Vol. 86, No. 2, pp. 439-452.
6. **Fazila Bhimji**, "Contesting/Negotiating Power and Domination on the US-Mexico Border," *Cultural Dynamics* (June 2009), Vol. 29, Issue 2, pp. 107-132.

**One more reading on next page for October 24**

7. **Pablo Vila**, “Constructing Social Identities in Transnational Contexts: The Case of the US-Mexico Border,” *International Social Science Journal* (March 1999), Vol. 51, Issue 159, pp. 75-87.
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**Week Six**                      **Case Studies: Asia**  
October 31

1. Diener and Hagan, The Uzbekistan-Kyrgyzstan Boundary (Chapter 3)
2. Diener and Hagan, Locating Kurdistan (Chapter 7)
3. Diener and Hagan The Wakhan Corridor (Chapter 4)
4. Diener and Hagan, The Border Enclaves of India and Bangladesh (Chapter 2)

**First Draft of Research Paper due today (October 31) as an email attachment in Microsoft Word**

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**Week Seven**                      **Case Studies: Europe and Africa**  
November 7

1. **Guntram Herb**, “Double Vision: Territorial Strategies in the Construction of National Identities in Germany, 1949-1979,” *Annals of the American Association of Geographers* (March 2004), Vol. 94, Issue 1, pp. 140-164.
  2. **Ray Hudson**, “One Europe or Many? Reflections on becoming European,” *Transactions of the Institute of British Geographers, New Series* (2000), Vol. 25, No. 4, pp. 409-442.
  3. Diener and Hagan, Russia’s Kaliningrad Enclave (Chapter 8)
  4. Diener and Hagan, Defining Liechtenstein (Chapter 9)
  5. Diener and Hagan, The Caprivi Strip of Namibia (Chapter 5)
  6. **Ieuan Griffiths**, “The Scramble for Africa: Inherited Political Boundaries,” *The Geographical Journal*, Vol. 152, No. 2 (July 1986): 204-216.
  7. Diener and Hagan, Borders in a Changing Global Context (Chapter 12)
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**Week Eight**                      **Informal Class discussion—Student Research papers**  
November 14                      Feedback from Peers—Questions and Critique

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**Week Nine**                      **Oral Presentations of Research Paper**  
November 21

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**Week Ten**                      **Oral Presentations of Research Paper**  
November 28

**Research Papers will be  
due no later than 9:00 AM  
on Monday, December 5.  
Please email your papers  
to  
[nadkarni@sandiego.edu](mailto:nadkarni@sandiego.edu)  
Submit the papers also as  
a turnitin assignment on  
Triton ED.**

## Resources for Hypothesis Development

<http://politicalscience.truman.edu/researchdesignhandbook.pdf>  
[http://www.ehow.com/how\\_4450414\\_write-good-hypothesis.html](http://www.ehow.com/how_4450414_write-good-hypothesis.html)  
<http://writing2.richmond.edu/writing/wweb/polisci/hypothesis.html>

## Seven Steps for Powerful Paper Writing

### 1. **Brain Storm**

Gather all the things you know about the question

### 2. **Categorize**

How can each of the pieces of information be grouped?

What questions or new ideas do these groupings suggest?

### 3. **Critique**

What are the strengths and limitations of each category or argument?

What are the advantages and disadvantages of each?

What would be the criticisms leveled by other theoretical perspectives?

### 4. **Order**

How could we order these categories or arguments?

### 5. **Outline**

#### Introduction

Tell the reader what the question you are addressing is and what main points you will be addressing. **Be sure to articulate your hypothesis.**

#### Body

Break your analysis into three to five main themes/points with a subsection for each.

Explain and critique each main theme/point.

#### Conclusion

Tell your reader what the question you addressed was and what main points you made and what you concluded about your subject. Did your analysis uphold your hypothesis? Why or why not?

### 6. **Write**

Turn your ideas into sentences and paragraphs.

Sentences should average ten words in length.

Paragraphs should be approximately five sentences.

Write in the active voice.

### 7. **Edit**

“Powerful papers are not written. They are rewritten.”

Check spelling.

Check grammar.

**Cut everything** not essential to the paper.

Create smooth transitions from idea to idea.

## **Bibliography**

William Strunk, E. B White, *The Elements of Style*, 1995.  
Annie Dillard, *The Writing Life*, 1990.



**Use the format below to complete the assignment that is due on October 10**

## General Topic

- What is the topic in which you are interested?

## Research or Analytical Question

- After reading material on the topic, can you formulate an interesting question or questions about the topic? This should be a "why" question and you should have a hypothesis about the "why?" What follows the "because" are your independent variables.

## Hypothesis

- Formulate a hypothesis based on the question(s) that interest you. A hypothesis is an educated guess that posits a cause-effect relationship between two sets of variables.

## Theoretical Perspective

- A hypothesis is generally informed by a theoretical perspective. This is the "educated" part of your guess. Identify the theory that informs your hypothesis.