

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

**FALL QUARTER 2019**

Dr. Vidya Nadkarni

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**Seminar Meeting Time and Location:**

Wednesdays 9:00 AM to 11:50 AM, **RBC 1328**

**Office Hours:** Instructor will be available for consultation between 8:00 and 9:00 AM in RBC 1328 every Wednesday.

**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 *Canvas* 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 grade distribution appear below.

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

Beginning with the seminar session on October 9, 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 double-spaced 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 9**) 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 16**—use the format on page 8 of the syllabus in completing this assignment). The detailed and annotated

bibliography is due on **October 23** (details on how to prepare an annotated bibliography are appended to the syllabus—see pages 9-11). The first draft of the research paper is due on **November 6** and final paper due by 9:00 AM on **December 11**. 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 Canvas.

The research paper should run between 15-18 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). **The final research paper is due no later than 9:00 AM on Wednesday, December 11.**

### **Oral Presentations: 10%**

**Students will also present their research papers in class on November 20 and December 4.** For this assignment, 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 October 2                      Theoretical and Conceptual Underpinnings

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 October 9                      Jewish and Islamic Religious Traditions and the Israeli-Palestinian Dispute

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: Topic for Research Paper should be emailed to the instructor.**

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### Week Three October 16                      The Christian and Natural Law Traditions 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. Roland Greene, "Colonial Becomes Postcolonial," *Modern Language Quarterly* 65:3 (September 2004): 423-41.
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: Thesis Statement and Preliminary Bibliography for Research Paper. See page 8 of this syllabus for format to be used in completing of this assignment. Check links on p. 6 for information on how to write a hypothesis. Please email the assignment to instructor.**

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**Week Four**  
October 23

**The Confucian Tradition and Case Studies: China, Thailand  
and Burma (Myanmar)**  
**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: Annotated bibliography. Please email assignment to instructor.**

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**Week Five**  
October 30

**The International Law Tradition**  
**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 Hagan, 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.
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.

**Week Six**  
November 6

**Case Studies: Asia**

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 as an email attachment as a Word  
or Google doc**

**Week Seven**  
November 13

**Case Studies: Europe and Africa**

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. Diener and Hagan, Russia’s Kaliningrad Enclave (Chapter 8)
3. Diener and Hagan, Defining Liechtenstein (Chapter 9)
4. Diener and Hagan, The Caprivi Strip of Namibia (Chapter 5)
5. **Ieuan Griffiths**, “The Scramble for Africa: Inherited Political Boundaries,” *The Geographical Journal*, Vol. 152, No. 2 (July 1986): 204-216.
6. Diener and Hagan, Borders in a Changing Global Context (Chapter 12)

**Schedule for Oral Presentations will be posted on Canvas**

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**Week Eight**  
November 20

**Oral Presentations of Research Paper**

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**Week Nine**  
November 27

**Work independently on final drafts of research papers**  
Instructor will be available by email

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**Week Ten**  
December 4

**Oral Presentations of Research Paper**

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**Research Papers will be due no later than 9:00 AM on Wednesday, December 11.**

1. Please email your papers to [nadkarni@sandiego.edu](mailto:nadkarni@sandiego.edu) and
  2. Submit the papers as a turnitin assignment on Canvas.
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## **Resources for Writing and Hypothesis Development**

<http://libguides.usc.edu/writingguide/purpose>

[https://www.sagepub.com/sites/default/files/upm-binaries/22782\\_Chapter\\_7.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/22782_Chapter_7.pdf)

<http://writing2.richmond.edu/writing/wweb/polisci/hypothesis.html>

<https://writingcenter.unc.edu/tips-and-tools/political-science/>

<http://www.psci.unt.edu/~tmatsubayashi/teaching/hypothesis>

### **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 16 (email to instructor: [nadkarni@sandiego.edu](mailto:nadkarni@sandiego.edu))

## 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.



## WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

### THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

SOURCE: <https://guides.library.cornell.edu/annotatedbibliography>

## OTHER USEFUL INFORMATION FOR PREPARING AN ANNOTATED BIBLIOGRAPHY

### INITIAL APPRAISAL

#### A. Author

1. What are the author's credentials--institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise? You can use the various *Who's Who* publications for the U.S. and other countries and for specific subjects and the biographical information located in the publication itself to help determine the author's affiliation and credentials.
2. Has your instructor mentioned this author? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources.
3. Is the author associated with a reputable institution or organization? What are the basic values or goals of the organization or institution?

## **B. Date of Publication**

1. When was the source published? This date is often located on the face of the title page below the name of the publisher. If it is not there, look for the copyright date on the reverse of the title page. On Web pages, the date of the last revision is usually at the bottom of the home page, sometimes every page.
2. Is the source current or out-of-date for your topic? Topic areas of continuing and rapid development, such as the sciences, demand more current information. On the other hand, topics in the humanities often require material that was written many years ago. At the other extreme, some news sources on the Web now note the hour and minute that articles are posted on their site.

## **C. Edition or Revision**

Is this a first edition of this publication or not? Further editions indicate a source has been revised and updated to reflect changes in knowledge, include omissions, and harmonize with its intended reader's needs. Also, many printings or editions may indicate that the work has become a standard source in the area and is reliable. If you are using a Web source, do the pages indicate revision dates?

## **D. Publisher**

Note the publisher. If the source is published by a university press, it is likely to be scholarly. Although the fact that the publisher is reputable does not necessarily guarantee quality, it does show that the publisher may have high regard for the source being published.

## **E. Title of Journal**

Is this a scholarly or a popular journal? This distinction is important because it indicates different levels of complexity in conveying ideas. If you need help in determining the type of journal, see *Distinguishing Scholarly from Non-Scholarly Periodicals*. Or you may wish to check your journal title in the latest edition of *Katz's Magazines for Libraries* (Olin Ref Z 6941 .K21, shelved at the reference desk) for a brief evaluative description.

## **CONTENT ANALYSIS**

Having made an initial appraisal, you should now examine the body of the source. Read the preface to determine the author's intentions for the book. Scan the table of contents and the index to get a broad overview of the material it covers. Note whether bibliographies are included. Read the chapters that specifically address your topic. Reading the article abstract and scanning the table of contents of a journal or magazine issue is also useful. As with books, the presence and quality of a bibliography at the end of the article may reflect the care with which the authors have prepared their work.

## **A. Intended Audience**

What type of audience is the author addressing? Is the publication aimed at a specialized or a general audience? Is this source too elementary, too technical, too advanced, or just right for your needs?

## **B. Objective Reasoning**

1. Is the information covered fact, opinion, or propaganda? It is not always easy to separate fact from opinion. Facts can usually be verified; opinions, though they may be based on factual information, evolve from the interpretation of facts. Skilled writers can make you think their interpretations are facts.
2. Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Assumptions should be reasonable. Note errors or omissions.
3. Are the ideas and arguments advanced more or less in line with other works you have read on the same topic? The more radically an author departs from the views of others in the same field, the more carefully and critically you should scrutinize his or her ideas.
4. Is the author's point of view objective and impartial? Is the language free of emotion-arousing words and bias?

## **C. Coverage**

1. Does the work update other sources, substantiate other materials you have read, or add new information? Does it extensively or marginally cover your topic? You should explore enough sources to obtain a variety of viewpoints.
2. Is the material primary or secondary in nature? Primary sources are the raw material of the research process. Secondary sources are based on primary sources. For example, if you were researching Konrad Adenauer's role in rebuilding West Germany after World War II, Adenauer's own writings would be one of many primary sources available on this topic. Others might include relevant government documents and contemporary German newspaper articles. Scholars use this primary material to help generate historical interpretations--a secondary source. Books, encyclopedia articles, and scholarly journal articles about Adenauer's role are considered secondary sources. In the sciences, journal articles and conference proceedings written by experimenters reporting the results of their research are primary documents. Choose both primary and secondary sources when you have the opportunity.

## **D. Writing Style**

Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?

SOURCE: <http://guides.library.cornell.edu/criticallyanalyzing>