

INTL 190

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

SPRING QUARTER 2021

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Seminar Meeting Time and ZOOM Location Link

Wednesdays 9:00 AM to 10:50 AM (One-hour prerecorded lecture to be viewed prior to each class session.) Please note that on we will meet from 9:00 AM-11:50 AM for student presentations of the research paper. Read syllabus in its entirety for details.

Office Hours: Instructor is available for consultation after class every Wednesday.

Zoom-Related Information:

I will be uploading to Canvas pre-recorded lectures that you will be expected to watch **before class** each Wednesday. These lectures (either in a single segment or in multiple segments) will run for approximately 60-75 minutes. Class time (live Zoom sessions) will be adjusted accordingly, so we will meet from 9:00 AM until about 10:35 or 10:50 AM every Wednesday depending on the length of the pre-recorded lecture for that week. After listening to the pre-recorded lecture and doing the weekly readings, you will need to prepare thoughtful responses to a set of posted questions that will be available either on the PowerPoint slides accompanying the pre-recorded lecture or uploaded separately to Canvas. You will be expected to come prepared to discuss these questions in the Zoom class sessions. I will call on you **randomly** to offer your answers to these questions and will expect you to offer responses demonstrating that you have carefully read the material for the week. **Anyone missing the live Zoom session(s) for any reason, will need to complete and then email me (nadkarni@sandiego.edu) by midnight on Friday a written 2-page double-spaced response (in a Word or Google Doc attachment) to the questions on the readings for every missed session. This written work will be considered in calculating your class participation grade.**

Pre-recorded lectures will generally be uploaded by 8:00 PM on the previous Sunday for an upcoming class on Wednesday.

Zoom Protocols:

- You may not yourself record a class session.
- You may not disclose the link to/URL of a class session recording to anyone, for any reason, or download a recording permanently. It is available to your class only and may not be used after you have completed the course. **Doing so would also constitute a violation of your fellow student's rights under the Federal Education Rights and Privacy Act (FERPA)**

- While I highly expect you to enable your video during class, we can discuss the option to appear in an audio-mode only if necessary. If you anticipate you will need to do this with some frequency (i.e., other than times when you are having technical difficulties) please let me know.
- Please access Zoom class sessions under your username.

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.

Required 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*.

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.

Course Requirements:

Regular attendance at all Zoom class sessions is expected. If, for any reason, you cannot comply with this expectation, please contact the instructor with details.

Students are also expected to be on time for each seminar session. Active participation counts for a total of 20% of your grade and includes initiating and contributing ideas that spark discussion and debate (15%) and presenting the research paper in class (5%). For more on expectations in this category, please see the sections below on “Seminar Participation” and “Oral Presentations.” The primary assignment for this class is writing a research paper. Details on all these requirements and the grade distribution appear below.

Seminar Participation: 15%

Class participation in discussions requires careful reading and thoughtful analysis of the assigned weekly class material, the distillation of the main arguments, and the identification of issues of interest that warrant discussion. All students will be expected to have read the material thoroughly so that we may have a fruitful exchange of ideas. Non-participation in these discussions will negatively affect your class participation grade.

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 **April 7**) dealing with historical or contemporary contested border issues between two or more states/peoples anywhere in the world. The topic can cover any area of transboundary interaction—trade and commerce, territorial disputes, immigration, refugees, cultural exchanges, and so on. The central question, the hypothesis derived from the central question, and a preliminary bibliography are all due on **April 14**—use the format on page 9 of the syllabus in completing this assignment). The detailed and annotated bibliography is due on **April 21** (details on how to prepare an annotated bibliography are appended to the syllabus—see pages 10-12). The first draft of the research paper is due on **May 12** and final paper due by 12:00 Noon on **June 9**. All assignments should be uploaded to Canvas by midnight of the posted deadline dates, except the final draft of the paper, which is due by noon on June 9. The final draft will be submitted as a Turnitin assignment on Canvas.

The research paper should run between 12-15 pages (typed, double-spaced, and paginated, with proper citations and a bibliography). For the paper, students will have to consult a minimum of **seven sources** not counting 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 cannot be part of the**

count for the minimum of seven scholarly resources. Proper citations (Author, title, publisher or journal title, page numbers, date/year and place of publication; if you are citing a chapter from an edited book, you need to cite the author of the chapter and the chapter title, page numbers of the chapter, and bibliographic details for the edited book) must be provided for all your sources. You must also choose an appropriate title for each paper and paginate your 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 analytical literature. Students will get feedback from the instructor 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 12:00 Noon on Wednesday, June 9.**

Oral Presentation of Research Paper: 5%

Students will present their research papers in class on May 26 and June 2. Please note that class sessions for these two days will run from 9:00-11:50 AM. Prepare a PowerPoint presentation outlining the thesis, main arguments, evidence, and conclusions reached in the paper, along with relevant visuals (no more than 2-3 slides). 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**
March 31

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)

Workshop: Research Topic

Week Two **Jewish and Islamic Religious Traditions and the Israeli-Palestinian Dispute**
April 7

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.

Workshop: Thesis Statement

Due today: Topic for Research Paper

Week Three **Christian and Natural Law Traditions**
April 14 **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. Diener and Hagen, Misiones Province, Argentina: How Borders Shape Political Identity (Chapter 10)

Workshop: Annotated Bibliography

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.

Week Four
April 21

**Confucian Tradition and Case Studies: China, Thailand
and Burma (Myanmar)
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.

Week Five
April 28

**International Law Tradition
Case Studies: The United States and Mexico**

1. Buchanan and Moore, The International Law Tradition (Chapters 14 & 15)
2. Buchanan and Moore, Chapter 16
3. Diener and Hagen, Point Roberts, Washington: Boundary Problems of an American Enclave (Chapter 11)
4. **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.
5. **Fazila Bhimji**, “Contesting/Negotiating Power and Domination on the US-Mexico Border,” *Cultural Dynamics* (June 2009), Vol. 29, Issue 2, pp. 107-132.
6. **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
May 5

Workshop: Research Paper

Week Seven
May 12

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)
5. Diener and Hagan, Borders in a Changing Global Context (Chapter 12)

Due Today: First Draft of Research Paper due by midnight.

Week Eight

Case Studies: Europe and Africa

May 19

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) (Contd. Pg. 7)
4. Diener and Hagan, The Caprivi Strip of Namibia (Chapter 5)

Workshop: Research Paper

Schedule for Oral Presentations will be posted on Canvas on Nov. 25

Week Nine

Oral Presentations of Research Paper

May 26

Week Ten

Oral Presentations of Research Paper

June 2

Finals Week

Research Papers will be due no later than 12:00 Noon on Wednesday, June 9.

1. **Submit the papers as a turnitin assignment link 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

<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. Brainstorm

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
April 14**

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.

Analytical/Conceptual Perspective

- A hypothesis is generally informed by an analytical perspective. This is the "educated" part of your guess. Identify the model/concept 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>