

Carleton University Course Outline

GEOGRAPHY 4024/5502, Early Summer, 2017

### **Borders in Globalization: Focus on Ontario**

Online course modules, discussions and assignments, May 1-June 2, 2017; online and in-class tutorials and field trip June 5-9, 2017; online course conclusions and paper submission, June 12-16, 2017.

#### ***Instructors:***

Dr. Victor Konrad, A427 Loeb Building: email: Victor.Konrad@carleton.ca

Dr. Melissa Kelly, A301C Loeb Building: email: MelissaN.Kelly@carleton.ca

#### ***Teaching Assistant:***

Celeste Alcena: email: Celeste.alcena@carleton.ca

#### ***Location:***

In-class meetings will be in A211 Loeb or in locations to be announced.

Office Hours: Both instructors are available by appointment (in person, on Skype, or by telephone)

### ***Course Description***

#### **Context:**

Whereas the forces of globalization have expanded mobility, communication, interaction, engagement, and even worldwide integration in many ways, borders between states, societies, cultures and ultimately people worldwide have increased in number and expanded in their impact. Everywhere, barriers, fences and walls are being erected to control and in many instances stop the flows of certain people, goods and information while expediting the movement of trusted travelers and approved trade. Borders in globalization are a defining characteristic of 21<sup>st</sup> century geography, where terrorism and displacement are powerful forces, and where territorial politics, society and culture are reconfiguring our contemporary world. Studying borders in globalization affords insights into when and why these borders are constructed, how they work, where they have an impact, who they constrain, and why they are important in a changing world.

## **Objectives and Approach:**

This course explores Borders in Globalization as a political, social, cultural and intellectual strategy through online dialogue and participation, as well as focused in-class discussion and interaction. The course draws on the rapidly emerging literature of border studies--which is grounded in geography and extends throughout the social sciences and humanities, the debates in the field, the proliferation of case study research, and the growing media and public attention to border issues,-- to identify major directions, concepts and theoretical advances in border studies. The growing understanding of how borders work is then applied to the regional and local border issues and impacts in and around Ontario. The approach to border studies is by way of six key themes that form the underlying framework of the Borders in Globalization Project (<http://www.biglobalization.org>): 1) the historical development of borders, 2) border culture, 3) governance of borders, 4) migration, goods and information flows across borders, 5) border security and 6) sustainability and borders. The course material is delivered through multiple and diverse media including video clips, power points, some with voice over, readings, online dialogues and assignments. During the sixth week of the seven week course, students and instructors will convene for tutorials, discussions, presentations and a field trip. The final week is devoted to completing reports and papers.

## **Course Evaluation:**

*Commentaries 25%, Tutorial Presentation 15%, Paper 50% Participation 10%.*

Participation will be judged on the basis of successful online module completion, thoughtful contribution to dialogues, and submission of commentaries on weekly themes. The commentaries will account for 25%. A participation grade of 10% is for contribution to an online discussion forum. Students will be expected to respond to a question or topic raised on the forum in conjunction with each of the course modules. Each student will be expected to prepare a presentation on a border studies topic and prepare a paper based on the presentation. Submission and evaluation tracks are different for undergraduate students enrolled in GEOG 4024 and graduate students enrolled in GEOG 5502.

## **Learning Materials:**

Required for purchase:

Alexander C. Diener and Joshua Hagen, *Borders: A Very Short Introduction*. Oxford, 2012.

Journal articles, book chapters, and online sources will be assigned as learning materials for each of the eight modules of the course (weeks 1-5). These will be made available to download directly or access from the university library. Other, more focused materials will be assigned for the tutorials in week 6. See the weekly schedule below for a preliminary identification of topics. Please note that some minor changes may be made to the syllabus as the course proceeds.

Each module offers *Important*, *Suggested* and *Additional* learning materials. Note that components identified as *Important* are required participation for all students enrolled in GEOG 4024 and GEOG 5502. *Suggested* components are optional for students enrolled in GEOG 4024 and GEOG 5502. *Additional* components are required for students enrolled in GEOG 5502 but not required for students enrolled in GEOG 4024. Each week has a submission component. The submission requirement for GEOG 4024 usually will be different than the submission for GEOG 5502.

### ***Weekly Schedule of Topics:***

#### **Week 1 (May 1-5) Module A. What are Borders, Boundaries and Frontiers?**

##### **Important**

- Watch “Borders, boundaries and frontiers: An introduction” Powerpoint by Victor Konrad posted on CU Learn
- Read: BIG,2016,4024-5502,Intro. Posted on CU Learn for Module A.
- Watch [http://www.ted.com/talks/parag\\_khanna\\_maps\\_the\\_future\\_of\\_countries](http://www.ted.com/talks/parag_khanna_maps_the_future_of_countries)
- Read: Diener and Hagen, Chapter 1, A very bordered world

##### **Suggested**

- Watch <http://www.upworthy.com/one-look-at-the-united-states-canada-border-reveals-some-ridiculous-things?g=2&c=bl3> a funny movie about the Canada-US border and their disputes.
- Read: Emmanuel Brunet-Jailly (2007) *Borderlands*, University of Ottawa Press. Introduction
- Read: Heather Nicol (2015) *The Fence and the Bridge*, Wilfrid Laurier University Press. Chapter 1.
- Read: [Director's Report](#) in Borders in Globalization Project Update 2013-2015 available on CU Learn

##### **Additional**

- David Newman (2006) The lines that continue to separate us: borders in our ‘borderless world’, *Progress in Geography* 30, 2: 143-161.
- John Agnew (2008) Borders on the Mind: Re-framing border thinking, *Ethics and Global Politics* 1, 4: 175-191.

## Module B. Borders: A History of Ideas

### Important

- Read: Diener and Hagen, Chapters 2 and 3, Borders and territory in the ancient world, and The modern state system
- Read: Randy William Widdis (2011) Across the Boundary in a Hundred Torrents: The Changing Geography of Marine Trade within the Great Lakes Borderland Region during the Nineteenth and Early Twentieth Centuries, *Annals of the Association of American Geographers* 101,2: 356-379.
- Watch and read the timeline, maps, photos and embedded video on the War of 1812 in: [www.eighteentwelve.ca/?=eng/Topic/2](http://www.eighteentwelve.ca/?=eng/Topic/2)

### Suggested

- Read: BIG,2016,4024-5502,History for Module B on CU Learn.
- Read: Juan-Manuel Trillo Santamaria and Valeria Paul (2014) The Oldest Boundary in Europe? A Critical Approach to the Spanish-Portuguese Border: The *Raia* between Galicia and Portugal, *Geopolitics* 19, 1: 161-181.
- Read: Chapter 3, A Retrospective on the Canada-United States Borderlands, in V. Konrad and H.N. Nicol, *Beyond Walls: Re-Inventing the Canada-United States Borderlands*. Aldershot: Ashgate, 2008, 57-96, particularly Table 3:1 and Map 3:1.

### Additional

- Read: Morton E. Kelly (2012) The Role of Geographic Expertise in International Border Disputes: A Study of the Middle of Lake Erie through Historical and Cartographic Perspectives, *Annals of Association of American Geographers* 102, 1: 67-83.

### ***SUBMISSION (5% of total grade):***

For GEOG 4024: Prepare a one page commentary on why borders matter in globalization. Prepare your commentary with reference to both modules A and B. Submit the commentary in Word format on CU Learn by 5pm on May 5, 2017.

For GEOG 5502: Prepare a two page critical commentary on the *Additional* readings by Newman and Agnew. Submit the commentary in Word format on CU Learn by 5pm on May 5, 2017.

## Week 2 (May 8-12) Module C. Border Culture

### Important

- Watch powerpoint lecture on Border Culture by Victor Konrad on CU Learn.
- Watch film on indigenous peoples and the 1812 border conflict.  
[www.eighteentwelve.ca/?q=eng/Topic/9](http://www.eighteentwelve.ca/?q=eng/Topic/9)
- Watch powerpoint lecture on Should we abolish borders? By Victor Konrad at Gallery 101 in Ottawa. On CU Learn.
- Read: Border Culture introduction on BIG website  
<http://www.biglobalization.org/research-themes/culture>

### Suggested

- Read: BIG,2016,4024-5502,culture for Module C on CU Learn.
- Watch EUBORDERSCAPES film on cross-border culture between Sicily and Tunisia.  
Link on CU Learn.
- Read the introduction in Patrick McGreevy (2009) *Imagining Niagara: The Meaning and Making of Niagara Falls*. University of Massachusetts Press.

### Additional

Read: Anne-Laure Amilhat Szary (2012) Walls and Border Art: The Politics of Art Display, *Journal of Borderlands Studies* 27, 2: 213-228.

Read: Victor Konrad (2012) Conflating Imagination, Identity, and Affinity in the Social Construction of Borderlands Culture between Canada and the United States, *American Review of Canadian Studies* 42, 4: 530-548.

### ***SUBMISSION (5% of total grade):***

For Geog 4024: Submit a two page commentary on Niagara Falls as a cultural boundary between Canada and the United States, and Ontario and New York. Use at least three academic sources to support your perspective. Submit your commentary in Word format on CU Learn by 5pm on May 12, 2017.

For GEOG 5502: The Art Gallery of Windsor recently hosted three consecutive shows on Border Cultures: 2013 (Homes, Land), 2014 (Work, Labour) and 2015 (Security, Surveillance). With the exhibition information available online, and the readings posted on CU Learn from *Border Cultures*, comment on what it means to be a border city in the 21<sup>st</sup> century. Your commentary should not exceed two pages. Submit in Word format on CU Learn by 5pm on May 12, 2017.

### Week 3 (May 15-19) Module D. Political Communities and Borders

#### Important

- Read Diener and Hagen, Chapters 4 and 5, The practice of bordering, and Border crossers and border crossings
- Read: BIG,2016,4024-5502,Political Communities for Module D on CU Learn.
- Watch: Sault Ste Marie: The City Where Michigan Was Born  
<https://www.youtube.com/watch?v=8mvJ3qlcio>
- Watch: Tourism Sault Ste Marie, Canada  
<https://www.youtube.com/watch?v=3rovKOoYN1c>

#### Suggested

- Watch: Gorani Highlanders Without Land  
[http://www.dailymotion.com/video/x4b1ej\\_goranis-highlanders-without-land-12\\_politics](http://www.dailymotion.com/video/x4b1ej_goranis-highlanders-without-land-12_politics)
- Read: Ruth Jamieson (1999) 'Contested jurisdiction border communities' and cross-border crime – the case of Akwesasne, *Crime, Law and Social Change* 30: 259-272.

#### Additional

- Read: Leslie R. Alm and Ross E. Burkhardt (2013) Canada-US Border Communities: What the People Have to Say, *American Review of Canadian Studies* 43, 1: 86-106.

### Module E. Governments and Borders

#### Important

- Read: Diener and Hagen, Chapter 6 Cross-border institutions and systems, and Epilogue: a very bordered future
- Watch: Emmanuel Brunet-Jailly, Borders and Government  
<https://www.youtube.com/watch?v=v9VyKujDEyw>
- Watch: Through the Wall <https://vimeo.com/160764392>
- Read: Jen Nelles (2011) Cooperation in Crisis? An analysis of cross-border inter-municipal relations in the Detroit-Windsor region, *Articulo, Journal of Urban Research*, 6

#### Suggested

- Watch: Windsor, ON –Detroit, MI Ambassador Bridge, border crossing  
<https://www.youtube.com/watch?v=56C1NQZtazw> (hint: double task during 2/3 of the video)

- Emmanuel Brunet-Jailly (2009) Regional Economic Integration and Regional Trans-Boundary Governance, In H. Koff, *Social Cohesion in Europe and the Americas*. Peter Lang.
- Read: BIG,2016,4024-5502,Governments and Borders for Module E on CU Learn.

### **Additional**

Dan Malleck (2007) An Innovation from Across the Line: The American Drinker and Liquor Regulation in Two Ontario Border Communities, 1927-1944, *Journal of Canadian Studies* 41, 1: 151-171.

### ***SUBMISSION (5% of total grade):***

For GEOG 4024 and GEOG 5502: Select a cross-border community between Ontario and the US. Submit a two page commentary on a political issue that either united or separated the cross-border community. Substantiate your commentary with appropriate references. Submit in Word format on CU Learn by 5pm on May 19, 2017.

### **Week 4 (May 22-26) Module F. Migration and Borders**

#### **Important**

Read: Flows section on BIG website <http://www.biglobalization.org>

Read: Antoine Pecoud and Paul de Guchtinaire (2006) International Migration, Border Controls and Human Rights: Assessing the Relevance of a Right of Mobility, *Journal of Borderlands Studies* 21, 1: 69-86.

Watch: Powerpoint by Victor Konrad, Migration and Borders on CU Learn

Watch: Powerpoint by Renata Grudzien, Carleton University on Syrian Refugees and the Canadian Border on CU Learn

Watch: Video on Kiribati: Islands on the Front Lines of Climate Change  
<https://www.youtube.com/watch?v=9P7jXveokDY>

Read: Canada's Migrant Workers <http://www.research.utoronto.ca/who-are-canadas-migrant-workers-2/>

#### **Suggested**

Read: Klaus Dodds (2013) 'I'm Still Not Crossing That': Borders, Dispossession, and Sovereignty in *Frozen River* (2008), *Geopolitics* 18 (3): 560-583.

Watch: *Frozen River* (2008)

Read: Migrant Labour <https://pepso.ca/case-study-4/>

### **Additional**

Read: Martin van der Velde and Ton van Naerssen (2011) People, Borders, Trajectories: An approach to cross-border mobility and immobility in and to the European Union, *Area* 43, 2: 218-224.

Read: Jenna Hennebry and Kerry Preibisch (2012) A model for managed migration? Re-examining best practices in Canada's seasonal agricultural worker program, *International Migration* 50, issue supplement S1, e19-e40.

### **SUBMISSION: (5% of total grade)**

For GEOG 4024: Prepare a two page commentary on the impact of the Syrian Refugee crisis on the re-conceptualization of the Canadian border. Submit in Word format on CU Learn by 5pm on May 26, 2017.

For GEOG 5502: Identify and evaluate the borders and bordering practices facing temporary foreign agricultural workers in Ontario. Submit your two page commentary in Word format on CU Learn by 5pm on May 26, 2017.

## **Week 5 (May 29-June 2) Module G. Security and Borders**

### **Important**

Read: Beyond the Border: A Shared Vision for Perimeter Security and Economic Competitiveness <https://www.dhs.gov/beyond-border> Check out links to declaration, action plan, and documents

Read: Emily Gilbert, Border Security in North America, in J. Ayres and L. MacDonald (eds.), *North America: Regional Integration in an Era of Economic Turbulence*. Toronto: University of Toronto Press, 2012, 196-218.

Watch: End of Nations: Canada, the US and the Security Perimeter...  
<https://www.corbettreport.com/end-of-nations-canada-the-us-and-the-security-perimeter/>

Read: BIG,2016,4024-5502,Security for Module G on CU Learn.

Read: Entry/Exit Initiative: Enhancing border security and the integrity of immigration programs  
[www.cbsa-asfc.gc.ca/btb-pdf/ebsiip-asfipi-eng.html](http://www.cbsa-asfc.gc.ca/btb-pdf/ebsiip-asfipi-eng.html)



## Suggested

Read articles on blog: [www.colinrobertson.ca/?tag=beyond-the-border](http://www.colinrobertson.ca/?tag=beyond-the-border)

Read and watch embedded video: Canadian Border Security: Most travellers aren't fully screened [www.cbc.ca/news/canada/canadian-border-security-most-travellers-aren-t-fully-screended-1.3082268](http://www.cbc.ca/news/canada/canadian-border-security-most-travellers-aren-t-fully-screended-1.3082268)

Watch: Crossing the border into Canada to Niagara Falls  
<https://www.youtube.com/watch?v=ZKt8XuKNH74>

Mark Salter (2004) Passports, Mobility and Security, *International Studies Perspectives* 5: 71-91.

## Additional

Christian Leuprecht, Todd Hataley and Kim Nossal, eds. (2012) *Evolving Transnational Threats and Border Security: A New Research Agenda*. Queen's University.  
[www.queensu.ca/cidp/sites/webpublish.queensu.ca.cidpwww/files/publications/Martellos/Martello37En.pdf](http://www.queensu.ca/cidp/sites/webpublish.queensu.ca.cidpwww/files/publications/Martellos/Martello37En.pdf)

### **SUBMISSION: (5% of total grade)**

For GEOG 4024: Prepare a one page commentary assessing the Entry/Exit Initiative of the Beyond the Border Accord. What is the proposed value of this initiative to heightened security? What impact will this initiative have on mobility between Canada and the United States? CU Learn submission deadline: 5pm, June 2, 2017.

For GEOG 5502: Prepare a commentary not to exceed two pages that evaluates the Beyond the Border policies. Substantiate your assessment of BTB with reference to at least three sources. CU Learn submission deadline: 5pm, June 2, 2017.

## Module H. Sustainability and Borders

### Important

Read and Watch: What is the Anthropocene? [www.smithsonianmag.com/science-nature/what-is-the-anthropocene-and-are-we-in-it-164801414/?no-ist](http://www.smithsonianmag.com/science-nature/what-is-the-anthropocene-and-are-we-in-it-164801414/?no-ist)

Read: Rohan D'Souza (2015) Nations without borders: Climate Security and the South in the Epoch of the Anthropocene, *Strategic Analysis* 39, 6: 720-728.

Read and Watch: Great Lakes representatives hear from public [www.tmj4.com/news/local-news/great-lakes-states-representatives-hear-from-public](http://www.tmj4.com/news/local-news/great-lakes-states-representatives-hear-from-public)

Read: BIG,2016,4024-5502,Sustainability for Module H on CU Learn.

## Suggested

Watch: The Anthropocene and the Near Future: Crash Course Big History #9

<https://www.youtube.com/watch?v=3WpaL= Blr4>

Review Great Lakes Water Quality agreements: [www.ijc.org/en/](http://www.ijc.org/en/)

Will Steffen et al (2011) The Anthropocene: From Global Change to Planetary Stewardship

[https://www.researchgate.net/profile/Carole\\_Crumley/publication/221836389\\_The\\_anthropocene\\_from\\_global\\_change\\_to\\_planetary\\_stewardship/links/Odeec522ac26a6acaf000...](https://www.researchgate.net/profile/Carole_Crumley/publication/221836389_The_anthropocene_from_global_change_to_planetary_stewardship/links/Odeec522ac26a6acaf000...)

## Additional

Simon Dalby (2013) The Geopolitics of Climate Change, *Political Geography* 37: 38-47.

Simon Dalby (2016) Political geography and climate change: Introduction to a virtual special issue of *Political Geography* on climate change and political geography, November 2015-February, 2016, *Political Geography* 50: 71-73.

### **EXTRA GRADE SUBMISSION: (2% of total grade)**

For GEOG 4024: Comment on the potential impact of climate change on the border relationship between Ontario and the Great Lakes States of the US. Submit your one page commentary in Word format on CU Learn by 5pm on June 2, 2017.

For GEOG 5502: Write a one page critique of Simon Dalby's perspective on the geopolitics of climate change. Submit in Word format on CU Learn by 5pm on June 2, 2017.

## **Week 6 (June 5-9)**

Week 6 is planned as an opportunity for class participation in tutorials, presentations by guest speakers, presentations by students, and a field trip. It is expected that all registered students will attend and participate in this week of activities. Arrangements will be made for alternative participation in the event that student work schedules preclude participation in any events outside of scheduled class participation.

**June 6-** Evening Event on Migration and Borders. Location TBA

**June 7-** Field Trip to Akwesasne/St. Regis and the Border Nexus of Canada, The US, New York, Ontario, Quebec and Mohawk Territory (Optional, Details forthcoming)

**June 8-** Final class meeting, discussion and presentations, 6-9pm, Loeb A211, Carleton University. Required Reading: Reece Jones (et al.) (2017) Interventions on the State of Sovereignty at the Border. *Political Geography* 59, 1-10.

### ***Tutorial Presentations:***

The student presentations may offer a critical assessment of a Borders in Globalization theme, deal with the application of theories, or develop a case study or some original research related to borders in globalization. Each presenter is responsible for selecting a topic, clearing this topic with the instructor, and identifying a reading to be shared previously with other people in the course. Presentations in powerpoint format must be submitted to the instructors by **June 2, 2017**.

### **Week 7 (June 12-16) Conclusions and Submission of Papers**

#### ***Papers:***

The paper is an elaborated version of the tutorial presentation. The key requirement for an acceptable paper is that the paper is related to one of the themes of the Borders in Globalization project. Papers must draw on theory and concepts developed in the course. Students are encouraged to work on case studies that are relevant to border issues confronting the Ontario region of Canada. Papers must be original and written specifically for this course. They must use appropriate literature and sources. Undergraduate papers (GEOG 4024) will be approximately 3000 words but no longer than 4000 words. Graduate papers (GEOG 5502) would use the appropriate literature and sources that would normally be expected for a paper being prepared for publication in a scholarly journal. These papers would be approximately 5000 but no more than 6000 words in length. Both graduate and undergraduate papers must be correctly and completely referenced using any one of the standard academic reference styles. **Deadline: June 16, 2017.**

#### **Note on Institutional Offences and Academic Accommodations:**

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodations during the first week of class, or as soon as possible after the need for accommodation is known to exist.

Please see: <http://carleton.ca/equity/accommodation/>.

#### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” Plagiarism is a serious offence which cannot be resolved directly with the course instructor. A rigorous investigation is conducted by the Office of the Faculty Dean, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial.