SO/IR/PO 347
THE WALL:
BORDERS, VIOLENCE AND SEPARATION IN THE CONTEMPORARY WORLD
Fondazione IES Abroad Italy: Rome

COURSE DESCRIPTION:
The course examines the current process of wall building along borders experienced by diverse nation-states in the Western world in a comparative perspective. Despite the fact that common discourse on globalization dismisses borders as increasingly irrelevant to the human experience, the Western world is actually erecting new borders, both physical and virtual (i.e. challenges to the Schengen system in Europe, the Dublin convention, forced eviction of migrants/refugees, etc..), essentially aiming to control and contrast people flows. Wall building practices today are becoming a political strategy to respond to the security issue through the reinforcement of external but also internal borders (as in the EU case). Borders will be interpreted in their variability through an overview of the contemporary theoretical analysis of borders/borderlands, elaborating their complexity as spaces/lines, natural/constructed features, porous/fix territorial definitions, etc. Through the analysis of diverse cases of historical and recent wall/border construction, the course aims at highlighting the global dimension of the security issue in a comparative way. More attention shall be dedicated to the encounter/clash between local communities and the process of imposition of walls: borders create political, social and cultural distinctions, but simultaneously imply the existence of networks across them, movement of protest and the construction/reconstruction of group identities. The focus of the course revolves around people's agency at the border/wall, and concentrates on how wall building has today a strong connection with the control of migration and people flows.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
Lectures, seminar discussions, use of multimedia resources, field studies, Moodle.

LEARNING OUTCOMES:
By the end of the course students will be able to:

- Analyze the complexity of borders/borderlands construction and interpretation
- Interpret the cogent political aspect in the process of wall building
- Interpret the global dimension of the political discourse on securitization
- Identify and compare different wall building processes
- Understand the global dimension of human flows and human interaction with borders/walls
- Discover diverse/divisive narratives about walls and borders
- Interpret the importance of walls/borders in shaping group identities
- Analyze walls de-construction strategies

REQUIRED WORK AND FORM OF ASSESSMENT:*

Class participation (10%); group project and presentation (15%); research paper (20%); midterm exam (25%); final exam (30%).

* Details of required work:
Group project and presentation: students will be divided in small groups and shall propose a personal interpretation of the general topic of the course through the active production of a "contested wall" idea. Video, photos and/or other expressive methods can be used. If students want to include an interview in their projects, an informed consent must be obtained from all human subjects involved, unless a waiver of consent has been approved by the IES Institutional Review Board (IRB). More information can be provided by the instructor and the IES Rome academic staff. The projects will be presented in class during week 12.
Research paper: students shall prepare a 2000-2500 word research paper on one of the topics analyzed in class. The paper is due at the end of week 11.
Midterm exam: 5 open questions on the readings and the topics analyzed in class.
Final exam: 5 open questions on the readings and the topics analyzed in class.

Grading Rubric for student participation:

A	**Excellent participation** The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	**Very good participation** The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	**Regular participation** The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	**Insufficient participation** Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

CONTENT:

Week 1. Introduction to the course

- **Section 1**: Presentation: Themes, Problems, Challenges
- **Section 2**: Historical overview of wall construction in the Western World: the Roman Walls and the concept of *limes* and *vallum*

Readings:

- P. Andreas and T. Snyder (eds), *The Wall Around the West. State Borders and Immigration Control in North America and Europe,* Introduction ("The Wall After the Wall"), pp. 1-15
- B. Isaac, *The meaning of the terms Limes and Limitanei*, in "The Journal of Roman Studies", Vol. 78 (1998), pp. 125-147

Field Study:

- Visit the "Museo delle Mura", via di Porta san Sebastiano 18, Roma. The guided tour of the museum, which is located 'inside' the Roman walls, is aimed at investigating the socio-political meaning of these historical walls and their evolution in history.

Week 2. Border/Borderland and Identity Construction Processes

- **Section 1**: What is a border/borderland?
- **Section 2**: Ethnic identities at the border

Readings:

- M. Baud and W. van Schendel, *Toward a Comparative History of Borderlands*, in "Journal of World History", 8:2 (Fall 1997), pp. 211-242
- H. Donnan and T.W. Wilson (eds), *Borders. Frontiers of Identity, Nation and the State*, Introduction, pp. 1-17
- FORUM *The Formation of Ethnic Identities in Frontiers Societies*, in "Journal of World History", 4:2 (fall 1993), pp. 267-275

Week 3. The Berlin Wall and the history of political wall in practice

- **Section 1**: The Berlin Wall and its importance in the contemporary conceptualization of walls
- **Section 2**: Violence, separation and insecurity at the border/wall

Readings:

- P. Major, *Behind the Berlin Wall*, 2010, Oxford University Press, Introduction, pp. 1-22
- P. Ahonen, *The Berlin Wall and the battle for legitimacy in a divided Germany,* in "German Politics and Society", Volume 35, 2017, pp. 40-56

Week 4. EU Borders (Part I)

- **Section 1**: Ceuta and Melilla case: the Morocco/Spain wall
- **Section 2**: EU/Africa bilateral agreements and immigration control

Readings:

- J. Castan Pinos, *Building Fortress Europe? Schengen and the cases of Ceuta and Melilla,* Queen's University, Belfast, 2013, pp. 1-29
- X. Ferrer Gallardo, *Border Acrobatics between European Union and Africa. The case of Ceuta and Melilla*, in E. Brunet-Jailly "Borderlands. Comparing security in North America and Europe", 2007, pp. 75-94

Documentary viewing:

- "Les sauteurs" ("Those who jump"), 2016

Week 5. EU Borders (Part II)

- **Section 1**: The Mediterranean sea as a border/bridge in its historical dimension
- **Section 2**: Mare Nostrum and Frontex: different strategies of border control/border construction

Readings:

- E. Vallet (ed), *Borders, Fences and Walls. State of Insecurity?*, Chapter 1 (M.C. Locchi "The Mediterranean Sea as a European Border"), 2014, pp. 11-26
- E. Brunet-Jailly (ed), *Borderlands. Comparing security in North America and Europe*, Chapter 1 (O. Clochard and B. Dupeyron "The Maritime Borders of Europe: Upstream Migratory Control"), 2007, pp. 19-40

Documentary viewing:

- "Mare Chiuso", 2012, by Stefano Liberti and Andrea Segre

Field Study:

- Visit to the IMRCC (Italian Maritime Rescue Coordination center), Guardia Costiera, Viale dell'Arte 16, Rome. The field study is aimed at understanding the current political agenda of Italy and the IMRCC towards the control of the Mediterranean sea, in connection with the more recent evolution of the EU migration compact.

Week 6. Midterm Exam

- **Section 1**: Midterm Review
- **Section 2**: Midterm Exam

Week 7. EU Internal Walls

- **Section 1**: Italy and the crisis of Schengen regime (Ventimiglia/Brennero cases)
- **Section 2**: Migration and internal intangible walls in the city of Rome

Readings:

- G. Garelli, *Schengen Intermittences: the on/off switch of free circulation*, in "Spaces in Migration: Postcards of a Revolution, 2013, pp. 75-95
- S. Casella Colombeau, *Policing the Internal Schengen Borders*, in "Policing and Society", 2015, pp. 1-14
- M. Ambrosini, *Immigration in Italy: between economic acceptance and political rejection*, in "Journal of International Migration and Integration", Feb. 2013, Vol. 14, Issue 1, pp. 175-194

Field Study:

- Visit to CAS (Centro di Accoglienza Straordinaria) in Rome. The tour has the purpose to disclose the contemporary policies of reception in Italy and specifically in the city of Rome, their contradiction and their role in building intangible/immaterial walls.

Week 8. North America and the Wall

- **Section 1**: The US/Mexico Wall
- **Section 2**: The historical process of bordering and re-bordering the US

Readings:

- J. McC. Heyman, *Constructing a Virtual Wall. Race and Citizenship in the US-Mexico Border*, in "Journal of the South-West", 50:3 (2008), pp. 305-333
- M. Coleman, *US statecraft and the US-Mexico border as security/economy nexus*, in "Political Geography", 24 (2005), pp. 185-209

- D. Spener, *Movidas Rasmaches. Strategies of migrant resistance on the Mexico-US border*, in "Atzlan: a Journal of Chicano Studies", Number 2, Fall 2010, pp. 9-36

Field Study:

- Visit the US Embassy in Rome and meeting with the Embassy representative to discuss about the US current political situation

Week 9. Israel and the Wall

- **Section 1**: The West Bank Wall: violence and resistance, contesting the wall
- **Section 2**: Imagined communities at the border
  - E. Vallet (ed), *Borders, Fences and Walls. State of Insecurity?*, Chapter 13 (C. Leuenberger "Technologies, Practices and Reproduction of Conflict. The Impact of the West Bank Barrier on Peacebuilding"), 2014, pp. 211-230
  - B. Piquard, *Gated Population, Walled Territories*, in D. Day et al (eds) "Cities and Crisis", 2009, University of Bilbao Publications, pp. 65-72

Film viewing:

- "Le fils de l'autre" (The son of the other), 2012, by Lorraine Lévy

Week 10. Resistance at the Wall

- **Section 1**: Exclusion paradigms
- **Section 2**: Challenging walls: experience of resistance

Readings:

- S. Mezzadra and B. Neilson, *Between Exclusion and Inclusion. On Topography of global space and borders,* in "Theory, Culture, Society", 29 (4-5), 2012, pp. 58-75
- A. L. Amhilat Szary, *Walls and border art: the politics of art display,* in "The Journal of Borderland Studies", 2012, 27 (2), pp. 213-228.

Field Study:

- Meeting the Laboratorio 53 Centre for Refugees and Asylum Seekers in Rome. "Welcoming and re-thinking borders" activities. The visit shall be focused on understanding current practices of discussing border/wall construction in Italian societies through the process of re-thinking migration reception and the concept of integration.

Week 11. De-constructing Walls

- **Section 1**: Presentation of the project "Connectedwalls": through the experiences of various artists and filmmakers on two walls (US/Mexico, Ceuta and Melilla), we shall explore differences and similarities in between walls, and start a dialogue between them. The use of social media becomes here an interactive tool to maintain a dialogue, and build active citizenship.
- **Section 2**: in-class discussion and practical laboratory about "Connectedwalls". The laboratory shall consist in a performing activity among students in class, and the following production of a multimedia instrument to be presented and discussed in class. Research papers due.

  - www.connectedwalls.com

Week 12. Presentations of Group Projects and General Review

- **Section 1**: Presentations of Group Projects

- **Section 2**: General Review

Final Exam

ATTENDANCE POLICY: TBD

REQUIRED READINGS:

- P. Andreas and T. Snyder (eds), *The Wall Around the West. State Borders and Immigration Control in North America and Europe,* Lanham, Rowman & Littlefield Publishers Inc, 2000. (Introduction)
- M. Baud and W. van Schendel, *Toward a Comparative History of Borderlands*, in "Journal of World History", 8:2 (Fall 1997), pp. 211-242
- H. Donnan and T.W. Wilson (eds), *Borders. Frontiers of Identity, Nation and the State*, Oxford, Berg, 1999 (Introduction)
- FORUM *The Formation of Ethnic Identities in Frontiers Societies*, in "Journal of World History", 4:2 (fall 1993), pp. 267-275
- J. McC. Heyman, *Constructing a Virtual Wall. Race and Citizenship in the US-Mexico Border*, in "Journal of the South-West", 50:3 (2008), pp. 305-333
- E. Vallet (ed), *Borders, Fences and Walls. State of Insecurity?*, New York, Routledge, 2014 (Chapter1, 13)
- J. Castan Pinos, *Building Fortress Europe? Schengen and the cases of Ceuta and Melilla,* Queen's University, Belfast, 2013, pp. 1-29
- X. Ferrer Gallardo, *Border Acrobatics between European Union and Africa. The case of Ceuta and Melilla*, in E. Brunet-Jailly "Borderlands. Comparing security in North America and Europe", 2007, pp. 75-94
- E. Brunet-Jailly (ed), *Borderlands. Comparing security in North America and Europe*, Ottawa, University of Ottawa Press, 2007 (Chapter 1)
- G. Garelli, *Schengen Intermittences: the on/off switch of free circulation*, in "Spaces in Migration: Postcards of a Revolution, 2013, pp. 75-95
- S. Casella Colombeau, *Policing the Internal Schengen Borders*, in "Policing and Society", 2015, pp. 1-14
- B. Isaac, *The meaning of the terms Limes and Limitanei*, in "The Journal of Roman Studies", Vol. 78 (1998), pp. 125-147
- P. Major, *Behind the Berlin Wall*, 2010, Oxford University Press, Introduction, pp. 1-22
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- M. Coleman, *US statecraft and the US-Mexico border as security/economy nexus*, in "Political Geography", 24 (2005), pp. 185-209
- D. Spener, *Movidas Rasmaches. Strategies of migrant resistance on the Mexico-US border*, in "Atzlan: a Journal of Chicano Studies", Number 2, Fall 2010, pp. 9-36
- B. Piquard, *Gated Population, Walled Territories*, in D. Day et al (eds) "Cities and Crisis", 2009, University of Bilbao Publications, pp. 65-72
- S. Mezzadra and B. Neilson, *Between Exclusion and Inclusion. On Topography of global space and borders,* in "Theory, Culture, Society", 29 (4-5), 2012, pp. 58-75
- A. L. Amhilat Szary, *Walls and border art: the politics of art display,* in "The Journal of Borderland Studies", 2012, 27 (2), pp. 213-228.

RECOMMENDED READINGS:

- N. Vaughan-Williams, *Europe's Border Crisis,* Oxford, Oxford University Press, 2015

- R. Jones, *Border Walls: security and the war on terror in the United States, Israel and India*, London, Zed Books, 2012
- B. Korf and T. Raeymaekers (eds), *Violence on the Margins. State, Conflicts and Borderlands*, Palgrave Macmillan, 2013
- P. Gaibazzi, S. Dunwald and A. Bellagamba (eds), *EurAfrican Borders and Migration Management. Political cultures, contested spaces and ordinary lives*, Palgrave Macmillan, 2017

PROFESSOR'S BIOGRAPHY: