



IR/PO/SO 347 THE WALL: BORDERS, VIOLENCE & SEPARATION IN THE CONTEMPORARY WORLD
IES Abroad Barcelona

DESCRIPTION:

The course, from a comparative perspective, examines the current process of wall building along borders experienced by diverse nation-states in the Western world. 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 material and immaterial (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).

The variability of borders will be interpreted through an overview of the contemporary theoretical analysis of borders/borderlands, elaborating on their complexity as spaces/lines, natural/constructed features, porous/fixed territorial definitions, etc. Through the analysis of diverse cases of historical and recent wall/border construction, the course aims will highlight the global dimension of the security issue in a comparative way. More attention will 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 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION: Lectures, seminar discussions, use of multimedia resources, course-related excursions, Moodle.

Class discussion: The majority of each class will consist of discussions of key themes. Students will be provided with the texts to read for each class on Moodle, together with a list of reading questions designed to focus their attention on key points and concepts in the texts. These will form the basis of the class discussions.

Course-related trips: There will be several in-class field studies. The first consists of a walking tour around the Roman Wall that surrounded Barcino (Roman Barcelona). The second will consist of a visit to Proactiva Open Arms (Spanish NGO devoted to search and rescue at Sea). The third will be a visit to the Union of Street Vendors of Barcelona created by migrants from sub-Saharan countries.

Lectures: The professor will supplement class discussions with lectures to help the students interpret the material provided in the class readings, to tie the readings together, and provide summaries of theoretical approaches to the subject.

Film viewing: There will be one film viewing during the course. The film will be screened prior to class. Students will be provided with viewing and discussion questions to be completed on Moodle before the class starts. The films will serve as material for discussion of the theoretical concepts covered in the course.

Guest Speaker: The course will feature a guest speaker who will discuss issues regarding border/migration management in Italy

REQUIRED WORK AND FORM OF ASSESSMENT:

- Group project and presentation – 15%
- Research paper – 20%
- Midterm exam – 30%



- Final exam – 40%
- Class participation - 10%

Group project and presentation

Students will be divided into 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, interviews 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.

The project will be presented in front of the class during week 12.

Research paper

Students will submit 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-ended questions on the readings and the topics analyzed in class.

Final exam

5 open-ended questions on the readings and the topics analyzed in class.

Participation

Grading rubric for student participation.

A	<p>Excellent participation</p> <p>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.</p>
B	<p>Very good participation</p> <p>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.</p>
C	<p>Regular participation</p> <p>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.</p>
F	<p>Insufficient participation</p> <p>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.</p>

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
- Discuss walls de-construction strategies

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:

Week	Content	Assignments & Reading
Week 1	<p>Introduction</p> <ul style="list-style-type: none"> • Section 1: Presentation: themes, problems, challenges • Section 2: Historical overview of wall construction in the Western World: the Roman Walls and the concept of <i>limes</i> and <i>vallum</i> <p><u>Course-related trip:</u> Visit the “Museum of History of Barcelona” (Walls of Barcino-Roman Barcelona). The guided tour is aimed at investigating the role of walls during the Roman Empire.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • R. Jones, <i>Violent borders: Refugees and the right to move</i>. Verso Books, 2016, pp. 1-28 • B. Isaac, <i>The meaning of the terms Limes and Limitanei</i>, in “The Journal of Roman Studies”, Vol. 78 (1998), pp. 125-147
Week 2	<p>Border/Borderland and Identity Construction Processes</p> <ul style="list-style-type: none"> • Section 1: What is a border/borderland? • Section 2: Definitions and critical analysis of the concepts of space/territory/sovereignty 	<ul style="list-style-type: none"> • P. Novak, <i>The Flexible Territoriality of Borders</i>, in “Geopolitics”, 10 (2011), pp. 741-767 • A. Diener and J. Hagen. <i>Borders: A very short introduction</i>. Oxford University Press, 2012. pp. 1-18
Week 3	<p>The Berlin Wall and the history of political wall in practice</p> <ul style="list-style-type: none"> • Section 1: The Berlin Wall and its importance in the contemporary conceptualization of walls • Section 2: Violence, refugees and insecurity at the border/wall 	<ul style="list-style-type: none"> • P. Major, <i>Behind the Berlin Wall</i>, 2010, Oxford University Press, Introduction, pp. 1-22 • L. Lucassen. "Peeling an onion: the “refugee crisis” from a historical perspective." <i>Ethnic and Racial Studies</i> 41.3 (2018): 383-410.
Week 4	<p>EU Borders (Part I)</p> <ul style="list-style-type: none"> • Section 1: Ceuta and Melilla case: the Morocco/EU wall • Section 2: EU/Africa bilateral agreements and immigration control 	<ul style="list-style-type: none"> • X. Ferrer-Gallardo and A. Albet-Mas. "EU-Limbo-scapes: Ceuta and the proliferation of migrant detention spaces across the European Union." <i>European Urban and Regional Studies</i> 23.3 (2016): 527-530. <p>Documentary viewing:</p> <ul style="list-style-type: none"> • “Les sauteurs” (“Those who jump”), 2016

Week	Content	Assignments & Reading
Week 5	EU Borders (Part II) <ul style="list-style-type: none"> Section 1: The Mediterranean sea as a border/bridge in its historical dimension Section 2: Border management and migrant fatalities in the Mediterranean <p><u>Course-related trip:</u> Visit to Proactiva Open Arms (Spanish NGO devoted to search and rescue at Sea)</p>	<p>Readings:</p> <ul style="list-style-type: none"> E. Vallet (ed), <i>Borders, Fences and Walls. State of Insecurity?</i>, Chapter 1 (M.C. Locchi "The Mediterranean Sea as a European Border"), 2014, pp. 11-26 Mitchell, Katharyne, Reece Jones, and Jennifer L. Fluri. "Introduction to the Handbook on Critical Geographies of Migration." <i>Handbook on Critical Geographies of Migration</i>. Edward Elgar Publishing, 2019. <p>Documentary viewing:</p> <ul style="list-style-type: none"> "Mare Chiuso", 2012, by Stefano Liberti and Andrea Segre
Week 6	Midterm week <ul style="list-style-type: none"> Section 1: Midterm Review Section 2: Midterm Exam 	
Week 7	EU Internal Walls <ul style="list-style-type: none"> Section 1: Italy and the crisis of Schengen regime Section 2: The Spanish/Gibraltar border <p><u>Guest Lecture:</u> Border dynamics in Italy</p>	<p>Readings:</p> <ul style="list-style-type: none"> S. Casella Colombeau, <i>Policing the Internal Schengen Borders</i>, in "Policing and Society", 2015, pp. 1-14 Pack, S. The Deepest Border: The Strait of Gibraltar and the Making of the Modern Hispano-African Borderland. Stanford University Press, 2019. pp. 21-40
Week 8	North America and the Wall <ul style="list-style-type: none"> Section 1: The US/Mexico Wall Section 2: The historical process of bordering and re-bordering the US 	<p>Readings:</p> <ul style="list-style-type: none"> J. McC. Heyman, <i>Constructing a Virtual Wall. Race and Citizenship in the US-Mexico Border</i>, in "Journal of the South-West", 50:3 (2008), pp. 305-333 D. Spener, <i>Movidas Rasmaches. Strategies of migrant resistance on the Mexico-US border</i>, in "Atlan: a Journal of Chicano Studies", Number 2, Fall 2010, pp. 9-36 R. Jones, <i>Violent borders: Refugees and the right to move</i>. Verso Books, 2016, pp. 29-47

Week	Content	Assignments & Reading
Week 9	Israel and the Wall <ul style="list-style-type: none"> Section 1: The West Bank Wall: violence and resistance, contesting the wall Section 2: Imagined communities at the border 	Required readings: <ul style="list-style-type: none"> E. Vallet (ed), <i>Borders, Fences and Walls. State of Insecurity?</i>, 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, <i>Gated Population, Walled Territories</i>, in D. Day et al (eds) "Cities and Crisis", 2009, University of Bilbao Publications, pp. 65-72 Film viewing: <ul style="list-style-type: none"> "Le fils de l'autre" (The son of the other), 2012, by Lorraine Lévy
Week 10	Resistance at the Wall <ul style="list-style-type: none"> Section 1: Exclusion paradigms Section 2: Challenging walls: experience of resistance <u>Course-related trip:</u> Meeting the "Sindicato Mantero" (Union of street vendors)	Readings: <ul style="list-style-type: none"> Gupta and Ferguson, <i>Beyond culture: space, identity and the politics of difference</i>, in "Cultural Anthropology", 7 (1992), pp. 6-23
Week 11	De-constructing Walls <ul style="list-style-type: none"> 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 "Connected walls." The laboratory will consist of 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	<ul style="list-style-type: none"> www.connectedwalls.com
Week 12	Presentations of Group Projects and General Review <ul style="list-style-type: none"> Section 1: Group project presentations Section 2: General Review Final Exam	

REQUIRED READINGS:

- Casella Colombeau S. Policing the Internal Schengen Borders, in "Policing and Society", 2015, pp. 1-14
- Diener A. and J. Hagen. Borders: A very short introduction. Oxford University Press, 2012. pp. 1-18.
- Ferrer-Gallardo X and A. Albet-Mas. "EU-Limboscapes: Ceuta and the proliferation of migrant detention spaces across the European Union." *European Urban and Regional Studies* 23.3 (2016): 527-530.

- Isaac B. The meaning of the terms Limes and Limitanei, in "The Journal of Roman Studies", Vol. 78 (1998), pp. 125-147
- Jones R. Violent borders: Refugees and the right to move. Verso Books, 2016, pp. 1-47
- Lucassen L. "Peeling an onion: the "refugee crisis" from a historical perspective." Ethnic and Racial Studies 41.3 (2018): 383-410.
- Major P. Behind the Berlin Wall, 2010, Oxford University Press, Introduction, pp. 1-22
- McC. Heyman J. Constructing a Virtual Wall. Race and Citizenship in the US-Mexico Border, in "Journal of the South-West", 50:3 (2008), pp. 305-333
- Mitchell, Katharyne, Reece Jones, and Jennifer L. Fluri. "Introduction to the Handbook on Critical Geographies of Migration." Handbook on Critical Geographies of Migration. Edward Elgar Publishing, 2019.
- Novak P. The Flexible Territoriality of Borders, in "Geopolitics", 10 (2011), pp. 741-767
- Pack, S. The Deepest Border: The Strait of Gibraltar and the Making of the Modern Hispano-African Borderland. Stanford University Press, 2019. pp. 21-40
- Piquard B. Gated Population, Walled Territories, in D. Day et al (eds) "Cities and Crisis", 2009, University of Bilbao Publications, pp. 65-72
- Spener D. 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
- Vallet E. (ed), Borders, Fences and Walls. State of Insecurity? New York, Routledge, 2014 (Chapter1, 13)

REQUIRED FILM VIEWINGS:

- "Le fils de l'autre" (The son of the other), 2012, by Lorraine Lévy
- "Les sauteurs" ("Those who jump"), 2016
- "Mare Chiuso", 2012, by Stefano Liberti and Andrea Segre

RECOMMENDED READINGS:

- Amhilat Szary L. Walls and border art: the politics of art display, in "The Journal of Borderland Studies", 2012, 27 (2), pp. 213-228.
- Donnan H. and T.W. Wilson (eds), Borders. Frontiers of Identity, Nation and the State, Oxford, Berg, 1999 (Introduction)
- Gaibazzi P, Dunwald S and Bellagamba A (eds), EurAfrican Borders and Migration Management. Political cultures, contested spaces and ordinary lives, Palgrave Macmillan, 2017
- Jones R. Border Walls: security and the war on terror in the United States, Israel and India, London, Zed Books, 2012
- Korf B and Raeymaekers T (eds), Violence on the Margins. State, Conflicts and Borderlands, Palgrave Macmillan, 2013
- Longo M. The politics of borders: Sovereignty, security, and the citizen after 9/11. Cambridge University Press, 2017.
- Vaughan-Williams N. Europe's Border Crisis, Oxford, Oxford University Press, 2015
- Vila P. Narrative Identities: the Employment of the Mexican on the US-Mexican Border, in "The Sociological Quarterly", 38:1 /1997), pp. 147-180