

CGS 4013F – Place and Movement

Fall 2021

1. Course Information

Course Name, Number, Section: Place and Movement, CGS 4013F, Section 550

Instructor(s): Dr. Masaya Llavaneras Blanco

Contact Information: mllavane@uwo.ca

Office: #A206

Office Hours: Tuesdays 8:30 to 10:30 (over Zoom). Please register once here and join me during office hours any Tuesday after that: <https://westernuniversity.zoom.us/j/9123456789>. You can also email to set up an appointment.

Class Location: # H233

Scheduled Class Times: Mondays, 9:30am - 12:30pm

Prerequisites: 0.5 course from Centre for Global Studies 3001F/G-3005F/G or permission of the Centre for Global Studies.

2. Course Description

Place and movement are central aspects of our human experience. We live in, experience and “make” places through everyday practices. Movement is also an essential aspect of our livelihoods, cultural and political practices. Inasmuch as place and movement are inherent to our existence, they are also deeply embedded in global relations of power that find their expression in the existence of borders.

Borders are a central component of global geopolitics. They shape us even before we are aware of their existence. Even if we are not always aware of their everyday functions, transnational borders act as geopolitical demarcations of belonging and responsibility and exist at the very heart of the political system. Where we are born, the religions or forms of faith that we are born into, our gender and sexual orientation, as well as other markers such as race and class determine our relationship with borders and even how much we think about them. Depending on our social positions, the same geopolitical demarcation may seem seamless or unsurmountable.

This course is an opportunity to “unveil” borders, examining some of the mechanisms in which they operate. We will look at borders from a transdisciplinary lens, reading and discussing the works of geographers, anthropologists, sociologists, political scientists, and an indigenous writer. Together we will explore how borders relate to global politics, paying specific attention to how they are manifest in territory and space, in legal systems and categories, that ultimately seek to govern mobility and belonging.

3. Course Learning Outcomes

At the end of this course, students will:

- a. have gained a strong analytical basis to engage with discussions about geopolitics, migration studies and human mobility.
- b. have gained informed insights about two borderlands in the global south.
- c. have refined their analytical and conceptual skills, identifying key issues in global politics.
- d. have refined their research and writing skills, producing a strong analytical piece.

4. Contact information and email policy

The best way to reach me is via email at: mllavane@uwo.ca Please add the course number to the email subject. Please write to me using your university email account. Please allow 48 hours for me to get back to you. Feel free to send me a reminder **if I have not reached out after that period**. I will be available to **chat individually** over Zoom on **Tuesdays between 8:30-10:30**. You can register once to be able to join that call any Tuesday during the Fall term (remember to use your university email address to do this too): <https://westernuniversity.zoom.us/meeting/register/tJcpc-iqqTMsHtRhD0sOjyYOeK2cFnAJyDLR>

5. Textbooks and Course Materials

All the course materials will be available on OWL. The materials that will be used in the course are a mix of readings from a wide diversity of experts in key issues of development and global inequality. There are three books from which we will be drawing intensively: Delaney's (2005), Smith's (2020) and Shoaff (2017). The specific chapters that we will discuss in class will be available in OWL, and the full volumes will be available for purchase at the university's bookstore.

- Delaney, D. (2005). Territory: a short introduction. Malden, MA : Blackwell Pub.
- Shoaff, J. L. (2017). Borders of visibility: Haitian migrant women and the Dominican nation-state. The University of Alabama Press.
- Smith, S. (2020). Intimate geopolitics: Love, territory, and the Future of India's Northern Threshold. Rutgers University Press.

6. Methods of Evaluation

Assessment	%	Due dates
Active participation: Being a seminar, your participation in each class will be essential for the course to be an enriching experience individually and for the group. It is expected that students attend all classes, read all the materials and participate in seminar discussions in a way that demonstrates engagement with the materials.	15	Throughout the term
Critical reflections. This course addresses complex issues related to geopolitics and human mobility. You are expected to submit 3 weekly critical reflections on the themes addressed in class between Sept 20 and Oct 4.	30	Sept 20 Sept 27 Oct 4

Research proposal: This assessment is a stepping stone toward your final paper. Submit 500 words text in which you propose a theme and a research question, and explain why this topic is relevant to discussions on place and movement, with a focus on borders. The proposal should also include 6 bibliographical references (academic, policy papers and news media).	10	Oct 18
Seminar leadership: Each student is expected to lead the discussion about 1 or 2 chapters of the books by Smith (2020) or Shoaff (2017) between Nov 8 and Nov 29 (we will decide on the distribution of the chapters depending on the number of students enrolled in the course).	15	Between Nov 8 and Nov 29
Final essay: You will submit a final essay of 4,000 words based on the proposal that you submitted on Oct 18. You will have obtained written feedback from the professor on that proposal, which will help you build this final essay. There will be time to discuss individually about this paper, so that you can have feedback before the last leap of writing and editing.	30	Dec 6
TOTAL	100	

7. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Sept 13	Introduction	
Sept 20	Borders as territorial tools	<ol style="list-style-type: none"> 1. Thomas King "Borders", available here: https://pennersf.files.wordpress.com/2010/10/borders.pdf 2. Delaney, D., 2005, <i>Territory: A short introduction</i>, Blackwell Publishing, Australia. Chapter 1 and 2, Pp. 1-33 3. Delaney, D., 2005, <i>Territory: A short introduction</i>, Blackwell Publishing, Australia. Chapter 1 and 2, Pp. 34-69
Sept 27	Borders as practice	<ol style="list-style-type: none"> 1. Dalby, S. 2005, "Political Space: Autonomy, Liberalism, and Empire" in <i>Alternatives</i>, 30, pp. 415-441 2. Loyd, J. and A. Mountz (2017) "Chapter 5: Safe Haven: The creation of an Offshore Detention Archipelago" in <i>Boats, Borders and Bases: Race, the Cold War and the Rise of Migration Detention Centers in the United States</i>, University of California Press, California, US. Pp. 147-174 3. de Genova, N., Mezzadra, S. And John Pickles (Eds)., 2015, "New Keywords: Migration and Borders" in <i>Cultural Studies</i>, 29:1, pp: 55-60, 66-76.
Oct 4	Legal borders	<ol style="list-style-type: none"> 1. Maillot, P., Mountz, A., and Kira Williams, 2018, "Exclusion Through <i>Imperio</i>: Entanglements of Law and Geography in the

	<i>Today we will have a workshop on conducting literature reviews with Dr. Amanda Penney from the Writing Centre (last hour of our class).</i>	<p>Waiting Zone, Excised Territory and Search and Rescue Region” in <i>Social and Legal Studies</i>, 27:2</p> <ol style="list-style-type: none"> 2. Crawley, H. and Dimitris Skieparis, 2018, “Refugees, migrants, neither, both: Categorical fetishism and the politics of of bounding in Europe's 'migration crisis'” in <i>Journal of Ethnic and Migration Studies</i>, 44:1. Pp. 48-64 3. Basok, T., and Martha Rojas Wiesner, 2017, “Precarious legality: Regularizing Central American Migrants in Mexico” in <i>Ethnic and Racial Studies</i>, DOI:10.1080/01419870.2017.1291983. Pp. 1-20
Oct 11	Thanksgiving	
Oct 18	Borders in the flesh	<ol style="list-style-type: none"> 1. Mountz, A., 2017, “Political geography III: Bodies”. <i>Progress in Human Geography</i>.doi:10.1177/0309132517718642 2. Price, P. L., 2013, “Race and ethnicity II”. <i>Progress in Human Geography</i>, 37(4), 578-586. doi:10.1177/0309132512465719 3. Hyndman, J., 2002, “The (Geo)politics of Mobility,” in Staeheli, L., Kofman, E., and Linda Peake (eds.) <i>Mapping Women, Making Geopolitics: Feminist Perspectives on Political Geography</i>, Taylor & Francis Group, 2004.Pp. 169-184- <i>ProQuest Ebook Central</i>, https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?docID=199611.
Oct 25	Contending borders	<ol style="list-style-type: none"> 1. Villegas, P.E., et al, 2020, “Contesting Settler Colonial Accounts: Temporality, Migration and Place-Making in Scarborough, Ontario” in <i>Studies in Social Justice</i>, 14:2 Pp. 321-351 2. de Genova, N. et al, 2021, “Struggle” and “Solidarity” in “Minor Keywords of political theory: Migration as a critical standpoint, a collaborative project of collective writing” in <i>Environment and Planning C: Politics and Space</i> 0:0. Pp. 14-33 3. Jones, R., 2019, “Conclusion: In Defense of Free Movement,” in Jones, R. et al (eds.) <i>Open Borders</i>, University of Georgia Press. Pp. 264-284
Nov 1	Reading Break	
Nov 8	The Intimacy of the Borderlands 1	<ol style="list-style-type: none"> 1. Smith, S., 2020, “Chapter 1: Introduction,” in <i>Intimate Geopolitics: Love, Territory, and the Future on India’s Northern Threshold</i>, Rutgers University Press, New Brunswick, NJ, USA. Pp.1-25 2. Smith, S., 2020, “Chapter 2: Birth and the Territorial Body,” in <i>Intimate Geopolitics: Love, Territory, and the Future on India’s</i>

		<p><i>Northern Threshold</i>, Rutgers University Press, New Brunswick, NJ, USA. Pp. 26-49</p> <p>3. Pain, R and Lynn Staeheli, 2014, "Introduction: intimacy-geopolitics and violence" in <i>Area</i>, 46:4. Pp. 344-347</p>
Nov 15	The Intimacy of the Borderlands 2	<p>1. Smith, S., 2020, "Chapter: 6: Generation Vertigo," in <i>Intimate Geopolitics: Love, Territory, and the Future on India's Northern Threshold</i>, Rutgers University Press, New Brunswick, NJ, USA. Pp. 119-135</p> <p>2. Smith, S., 2020, "Conclusion," in <i>Intimate Geopolitics: Love, Territory, and the Future on India's Northern Threshold</i>, Rutgers University Press, New Brunswick, NJ, USA. Pp. 136-142</p> <p>3. Jones Marshall, J. 2014, "Love Stories of the occupation: Storytelling and the counter-geopolitics of Intimacy" in <i>Area</i>, 46:4. Pp. 344-347</p>
Nov 22	Borders of Invisibility 1	<p>1. Shoaff, J., 2017, "Introduction: The Paradox of (In)Visibility" in <i>Borders of Visibility: Haitian Migrant Women and the Dominican Nation State</i>, The University of Alabama Press. Tuscaloosa, Alabama, US. pp. 1-21</p> <p>2. Shoaff, J., 2017, "Chapter 2: Mobile Livelihoods, Transborder Markets, and Gendered Geographies" in <i>Borders of Visibility: Haitian Migrant Women and the Dominican Nation State</i>, The University of Alabama Press. Tuscaloosa, Alabama, US.</p>
Nov 29	Borders of Invisibility 2 <i>Today we will watch the documentary "Down to the Root" by Juan Carlos González Díaz</i>	<p>1. Shoaff, J., 2017, "Chapter 6: A politics of Expendability: Deportation, Nativism, and State-Local Control" in <i>Borders of Visibility: Haitian Migrant Women and the Dominican Nation State</i>, The University of Alabama Press. Tuscaloosa, Alabama, US. Pp. 119-133</p> <p>2. Shoaff, J., 2017, "Epilogue: When the Ground Falls Out Beneath Her" in <i>Borders of Visibility: Haitian Migrant Women and the Dominican Nation State</i>, The University of Alabama Press. Tuscaloosa, Alabama, US. Pp. 134-153</p>
Dec 6	Submit final essay	

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The

appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at:

<http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicssupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.