

HIST 490/INTL 405

History Senior Seminar: Theories of Borders

Dr. Adam Arenson

Office Hours: Mon and Thu 10:00-11:45 and 1:30-2:15 and Wed 10:00-11:45, and by appt.

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Spring 2020, Wed at 1:00-2:50pm in MGL 312

Office: MGL 414

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*** READ THIS SYLLABUS CAREFULLY.**

*** THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.**

Course Description

This capstone course uses theories of borders—mostly real and geographical, but some symbolic and metaphorical—as a framework for integrating theoretical questions into an extensive original research paper. Students may select any region, time period, or historical topic for their paper, but all papers must include an analysis of borders, and draw on primary, secondary, and theoretical sources.

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and credit it properly.
- Critical thinking
- Information and Technological Literacy
- Global awareness - Understand and appreciate cultural diversity.
- Demonstration of a fundamental knowledge of historical causality and key events
- Ability to locate and integrate information from primary, secondary, and theoretical sources

Required Materials (2):

- Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students* 3rd ed. (New York: Oxford University Press, 2018).
- Alexander C. Diener and Joshua Hagen, *Borders: A Very Short Introduction* (New York: Oxford University Press, 2012).

Written Assignments:

- Your papers should have your name, and a title that reflect their arguments.
- **They must be turned in as attachments on Moodle.**
- Historians prefer Chicago Style footnotes; for a guide, see http://www.chicagomanualofstyle.org/tools_citationguide.html
- Individual paper instructions will be posted on Moodle.

Assignments and Points

Participation

110 points

Individual participation in class discussion will constitute this score. Absences subtract from this score. Participation will be graded after every class session.

Short Analysis Papers

40 points

Every other class session, students will be required to write a short analysis on the reading due that day. ***Papers are due at 8pm the night before class.*** Using the centrifuge method explained in class, quickly identify what detail caught your eye, and then explain its significance—to the reading/experience you had, and to the larger goals of our course. Then identify what argument you could make from it, and then what remains unknown or contradictory about that detail or your reaction to it, suggesting a remaining tension, avenues for further investigation, and perhaps a paper topic. They each will be graded on a 8-point scale, and comments from the rubric will be provided. Late papers will be accepted but penalized. *On alternate weeks for your half of the class, centrifuge assignments can be done for extra-credit, to replace low scores.*

Sunday Preliminary Assignments

Proposal Assignments

30 points each

Bibliography Assignments

30 points each

Draft Sections

75 points each

Full Drafts

100 points each

Final Paper

400 points

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor.

While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.** When we go on site visits, photography and even audio and video recording, where permitted, will be encouraged—but each student must still keep their technology use focused on the class.

Tardiness and Missing Classes

College policy dictates that ***all*** students attend ***all*** scheduled classes. Any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean's office.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College's Academic Integrity policy: [https://manhattan.edu/community-standards-and-student-code-conduct#32.Academic Integrity](https://manhattan.edu/community-standards-and-student-code-conduct#32.Academic%20Integrity)

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center <http://www.manhattan.edu/services/writing-center/>

Accessibility:

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status.

The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: <https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> EROC: End Rape On Campus (<http://endrapeoncampus.org>) and others.

Academic Support

The Center for Academic Success (CAS) has two locations — the Learning Commons (Thomas Hall 3.10) & the Leo Learning Center (LEO 117/118). These centers, conveniently spread across campus, provide students with a quiet space to study with a peer tutor, or engage in small group study sessions.

The services offered, all free of charge, include:

- Individual peer tutoring in most 100-200 level and select 300-600 level courses
- Individual peer academic coaching
- Writing Center services (in-person and online)
- English language instruction

Appointments are strongly recommended but walk-ins are welcome. To make an appointment contact the CAS at 718.862.7414, email success@manhattan.edu or visit them in Thomas Hall, 3rd Fl. For more information please visit their website <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

Schedule of Meetings

Before Week 1	Dec. 5	Introductory Meeting and Preparation over Winter Break Course Orientation and How to Succeed in this Class Borders / Change vs. Continuity / Original Research means Primary Sources Read Ahead, Write Ahead, and Celebrate Office Hours and Regular Communication are Key
Week 1	Jan. 15	Models and Starts READ BEFORE CLASS: • Kathleen White, "Remembering Mandela: The Use of Historical Memory for South African National Identity," <i>History</i> 490, 2014. • Adam Arenson, "Anglo-Saxonism in the Yukon: The Klondike Nugget and American-British Relations in the 'Two Wests,' 1898-1901," <i>Pacific Historical Review</i> Vol. 76, No. 3 (August 2007), 373-403. • <i>Recommended:</i> Jenny L. Presnell, <i>The Information-Literate Historian: A Guide to Research for History Students</i> 3rd ed. (New York: Oxford University Press, 2018), Chapters 1 and 7. Reading and Discussing Theory Centrifuge Response Papers Explained Note-Taking for Research Writing in 15 Minutes a Day Capstone Paper and Presentation Explained Student and Professor Examples
Week 2	Jan. 22	Why Theory? and Philosophy and Psychology of Boundaries READ BEFORE CLASS: • Ethan Kleinberg, Joan Wallach Scott, and Gary Wilder, <i>Theses on Theory and History</i> (Wild On Collective, 2018, http://theoryrevolt.com/) • Mary Douglas, <i>Purity and Danger: An Analysis of Concepts of Pollution and Taboo</i> (1966; New York: Routledge, 2015), Introduction and Chapter 7. • Gloria Anzaldúa, <i>Borderlands = La Frontera: The New Mestiza</i> (1987; San Francisco: Aunt Lute, 2012), Preface, Chapters 1 and 7. [Moodle] • Étienne Balibar, <i>Politics and the Other Scene</i> (London: Verso Books, 2012), Chapters 4 and 5. MORE ON NEXT PAGE

Week 2 (cont.)		• <i>Recommended:</i> Presnell, <i>The Information-Literate Historian</i>, Chapters 5 and 10. DUE Tuesday January 21: Readings Centrifuge Analysis for Group 1 History, Empiricism, Theory Politics, Culture, and Psychology What is a Border? What is a Boundary? Who Decides? When? Why? DUE Sunday January 26: Initial Research Paper Proposal (see instructions on Moodle)
Week 3	Jan. 29	Borders: A Very Short Introduction READ BEFORE CLASS: • Alexander C. Diener and Joshua Hagen, <i>Borders: A Very Short Introduction</i> (New York: Oxford University Press, 2012), all. • <i>Recommended:</i> Presnell, <i>The Information-Literate Historian</i>, Chapters 2 and 6. DUE Tuesday January 28: Readings Centrifuge Analysis for Group 2 Setting the Table What is In? What is Out? Using a Reference Work to Find Sources and Ideas DUE Sunday February 2: Revised Research Paper Proposal
Week 4	Feb. 5	Historiography of Borders and Borderlands READ BEFORE CLASS: • Jeremy Adelman and Stephen Aron, "From Borderlands to Borders: Empires, Nation-States, and the Peoples in between in North American History," <i>The American Historical Review</i>, Vol. 104, No. 3 (June 1999), pp. 814-841. • Benjamin Heber Johnson and Andrew R. Graybill, "Borders and Their Historians in North America," in <i>Bridging National Borders in North America: Transnational and Comparative Histories</i> Benjamin Heber Johnson and Andrew R. Graybill, eds., (Durham: Duke University Press, 2010), pp. 1-28. • Pekka Hämäläinen and Samuel Truett, "On Borderlands," <i>The Journal of American History</i>, Vol. 98, No. 2 (September 2011), pp. 338-361. • <i>Recommended:</i> Presnell, <i>The Information-Literate Historian</i>, Chapters 3 and 4. DUE Tuesday February 4: Readings Centrifuge Analysis for Group 1 What Historiography Does Whose Border? Whose Borderlands? Teleology and Critique: European and Indigenous Perspectives DUE Sunday February 9: Final Paper Proposal with Bibliography of Primary and Secondary Sources

Week 5	Feb. 12	Border as Metaphor, Border as Method READ BEFORE CLASS: - Joel S. Migdal, "Mental Maps and Virtual Checkpoints: Struggles to Construct and Maintain State and Social Boundaries," in <i>Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices</i> Joel S. Migdal, ed., (Cambridge: Cambridge University Press, 2004), pp. 3-23. - Paul Nugent, "Bourdieu and de Certeau at the Border Post: Trans-Boundary Communities, Government Officials and Everyday Life in West Africa," (Auf dem Boden der Tatsachen, 2011), S. 361-376. - Sandro Mezzadra and Brett Neilson, <i>Border as Method, or: The Multiplication of Labor</i> (Durham: Duke University Press, 2013), Preface and Chapter 1. - Nyk Robertson, "The Power and Subjection of Liminality and Borderlands of Non-Binary Folx," <i>Gender Forum</i> Special Issue: Early Career Researcher Vol. 6, Issue 69 (2018), pp. 45-59, http://genderforum.org/1326-2/ DUE Tuesday February 11: Readings Centrifuge Analysis for Group 2 Border as Method Borders and Liminality Boundaries Real and Imagined DUE Sunday February 16: Annotations on First Five Sources
Week 6	Feb. 19	The U.S.-Mexico Border as Model and Exception READ BEFORE CLASS: - Brian Delay, "Independent Indians and the U.S.-Mexican War," <i>The American Historical Review</i>, Vol. 112, No. 1 (February 2007), pp. 35-68. - Mary E. Mendoza, "Treacherous Terrain: Environmental Control at the U.S.-Mexico Border," <i>Environmental History</i>, Vol. 23, No. 1 (January 2018): pp. 117-126. - Roberto Hernández, <i>Coloniality of the U-S / Mexico Border: Power, Violence, and the Decolonial Imperative</i> (Tucson: The University of Arizona Press, 2018), excerpt. - Greg Grandin, "American Extremism Has Always Flowed from the Border," <i>The Boston Review</i>, January 9, 2019, http://bostonreview.net/politics/greg-grandin-american-extremism-has-always-flowed-border excerpt from Greg Grandin, <i>The End of the Myth: From the Frontier to the Wall in the Mind of America</i> (New York: Metropolitan Books, 2019). DUE Tuesday February 18: Readings Centrifuge Analysis for Group 1 Whose Border? When? Environment and Geology at the Border Colonial Lines and Decolonization Frontiers, Borders, Walls, and Myth DUE Sunday February 23: Initial Research Paper Outline and Bibliography of Primary, Secondary, and Theoretical Sources

Week 7	Feb. 26	Migration and De Facto Boundaries READ BEFORE CLASS: • Randy William Widdis, “Migration, Borderlands, and National Identity: Directions for Research,” in <i>Permeable Border: The Great Lakes Basin as Transnational Region, 1650-1990</i> John J Bukowczyk, Nora Faires, et (Pittsburgh: University of Pittsburgh Press, 2005), pp. 152-174. • Nayanika Mathur, “Naturalizing the Himalaya-as-Border in Uttarakhand,” <i>Borderland Lives in Northern South Asia: Non-State Perspectives</i> (Durham: Duke University Press, 2014), pp. 72-93. • John Sutton Lutz, Don Lafreniere, Megan Harvey, Patrick Dunae, and Jason Gilliland, “A City of the White Race Occupies Its Place: Kanaka Row, Chinatown, and the Indian Quarter in Victorian Victoria,” in <i>The Routledge Guide to Spatial History</i> Ian Gregory, Donald A. DeBats, Don Lafreniere, eds., (New York: Routledge, 2018), pp. 320-347. • Presnell, <i>The Information-Literate Historian</i>, Chapter 11. DUE Tuesday February 25: Readings Centrifuge Analysis for Group 2 Neighborhood Boundaries Measuring Migration Mapping and Sources When or How Borders Natural? EXTRA CREDIT OPPORTUNITY: Urban Studies Lecture, February 27 DUE Sunday March 1: Updated Research Paper Outline with Segment of Paper (2,500 Words)
Week 8	Mar. 4	Family and the Borders of Citizenship READ BEFORE CLASS: • John W. Wertheimer, <i>Law and Society in the South: A History of North Carolina Court Cases</i> (Lexington: The University Press of Kentucky, 2015), Chapter 2. • Kristen A. Collins, “Bureaucracy as the Border: Administrative Law and the Citizen Family,” <i>Duke Law Journal</i>, Vol. 66, No. 8 (May 2017): pp. 1727-1769. DUE Tuesday March 3: Readings Centrifuge Analysis for Group 1 Blood, Birth, and Citizenship “Mixed Blood” Groups and Border Challenges Defining a Family DUE Sunday March 8: Updated Research Paper Outline with Segment of Paper (5,000 Words)

Week 9	Mar. 11	Border Monitoring and Crossing READ BEFORE CLASS: - Matthew Sparke, "Passports into Credit Cards: On the Borders and Spaces of Neoliberal Citizenship," in <i>Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices</i> Joel S. Migdal, ed., (Cambridge: Cambridge University Press, 2008), pp. 251-283. - Peter Andreas, <i>Border Games: Policing the U.S.-Mexico Divide</i> (Ithaca: Cornell University Press, 2009), Chapters 6 and 7. - Angelika E. Sauer, "The United States-Mexican Border as Material and Cultural Barrier," in <i>Migrants and Migration in Modern North America: Cross-Border Lives, Labor Markets, and Politics</i> Dirk Hoerder and Nora Helen Faires, eds., (Durham: Duke University Press, 2011), pp. 210-227. - Philippe M. Frowd, "The Field of Border Control in Mauritania," <i>Security Dialogue</i> Vol. 45, No. 3 (June 2014), pp. 226–241. DUE Tuesday March 10: Readings Centrifuge Analysis for Group 2 What Happens at the Border? Who Doesn't Wait in Line? Why? Building Border Posts Border-Free(?) Neoliberalism Nations without Borders—and their Borders
Week 10	Mar. 14-22	SPRING BREAK DUE Sunday March 22: Updated Research Paper Outline with Segment of Paper (10,000 Words)
Week 11	Mar. 25	Borders, Instability, and Corruption READ BEFORE CLASS: - Maiah Jaskoski, Arturo C Sotomayor, and Harold A Trinkunas, "Borders in the Americas: Theories and Realities," in <i>American Crossings: Border Politics in the Western Hemisphere</i> Maiah Jaskoski, Arturo C Sotomayor, and Harold A Trinkunas, eds. (Baltimore: Johns Hopkins University Press, 2015), pp. 1-15. - Cameron G. Thies, "Borders, Rivalries, and the Racketeer State: An Alternative Theory to State Development in Latin America," in <i>American Crossings: Border Politics in the Western Hemisphere</i> Maiah Jaskoski, Arturo C Sotomayor, and Harold A Trinkunas, eds. (Baltimore: Johns Hopkins University Press, 2015), pp. 19-37. - Mediel Hove and Enock Ndawana, "National Instability as a Threat to Africa's Vision to Transform Borders from Barriers into Bridges of Development," <i>Migration and Development</i>, Vol. 7, No. 2 (2018), pp. 201-221. - Presnell, <i>The Information-Literate Historian</i>, Chapter 12. MORE ON NEXT PAGE

Week 11 (cont.)		DUE Tuesday March 24: Readings Centrifuge Analysis for Group 1 Smuggling Making a Border Preparing Posters and Presentations DUE Sunday March 29: Draft Poster
Week 12	Apr. 1	For and Against Open Borders READ BEFORE CLASS: • Draft HIST 490 Papers from Peers (to be assigned) • Joseph H. Carens, “Aliens and Citizens: The Case for Open Borders,” <i>The Review of Politics</i>, Vol. 49, No. 2 (Spring 1987), pp. 251-273. • John Isbister, “A Liberal Argument for Border Controls: Reply to Carens,” <i>The International Migration Review</i>, Vol. 34, No. 2 (Summer 2000), pp. 629-635. DUE Tuesday March 31: Readings Centrifuge Analysis for Group 2 Draft Workshop for Peers Open Borders Universal Responsibilities and Particular Obligations DUE Sunday April 5: Response to My Comments on your First Paper Draft and Final Poster
Week 13	Apr. 8	Border Crises and Concentration Camps READ BEFORE CLASS: • Sean R. Roberts, “A ‘Land of Borderlands’: Implications of Xinjiang’s Trans-Border Interactions,” in <i>Xinjiang: China’s Muslim Borderland</i> S. Frederick Starr, ed., (Armonk, NY: M.E. Sharpe, 2004), pp. 216-237. • Anne McNevin, “Border Policing and Sovereign Terrain: The Spatial Framing of Unwanted Migration in Melbourne and Australia,” <i>Globalizations</i>, Vol. 7, No. 3, (2010): 407-419. • Jack Holmes, “An Expert on Concentration Camps Says That’s Exactly What the U.S. Is Running at the Border,” <i>Esquire</i> (June 13, 2019), https://www.esquire.com/news-politics/a27813648/concentration-camps-southern-border-migrant-detention-facilities-trump/ • Austin Ramzy and Chris Buckley, “‘Absolutely No Mercy’: Leaked Files Expose How China Organized Mass Detentions of Muslims,” <i>New York Times</i> (November 16, 2019), https://www.nytimes.com/interactive/2019/11/16/world/asia/china-xinjiang-documents.html DUE Tuesday April 7: Readings Centrifuge Analysis – Final Chance What Makes a Border a Crisis? Seeing and Evaluating Concentration Camps Islands, Fortresses, and Homelands LAST DAY TO WITHDRAW FROM CLASS IS APRIL 14

Week 14	April 9-13: Easter Break Friday Apr. 17	<i>Available to discuss progress via phone or meeting on Monday, Tuesday, or Friday, all by appointment.</i> SPECIAL FRIDAY MEETING: Presentations. DUE Sunday April 19: Full Second Draft with Completed Bibliography
Week 15	Apr. 22	Presentations (continued)
	Friday, April 24	Poster Session for all HIST 490 Students and their Families: Friday, April 24, 3:30-4:30pm Phi Alpha Theta Induction Ceremony Friday April 24: Selected Presentations
Week 16	Apr. 29	DUE May 2: Final Paper with full bibliography
Week 17	Finals Week	Celebration

Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (1) • Detail from the reading, but unclear exactly what is being referenced	Good (1.5) • Clear, distinct detail with vague citation	Excellent (2) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (1) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (1.5) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (2) • Clear argument for the significance for its place in the reading as well as for our class discussion
Implications 25% Now What: (Plan of action, including new questions, next steps) How could you research this further? What would/did you find? How would this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (1) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (1.5) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (2) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Remaining Tensions 25% Self-Critique: Even after those questions are asked, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (1) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (1.5) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (2) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated

Grade Expectations: Since these are submitted online and graded before class, they will not be perfect most of the time, as the follow-up discussion has not yet happened. A perfect score of 8 is rare; a 6/7 is an excellent grade (B to A-, in effect); 5 is fine (a C); 4 and below are worrisome (D and F range grades). Examples of excellent 8-point papers from peers will be provided, as well as examples from earlier courses.