Borders, Displacement, and the State

Winter 2019, GL/POLS/ILST/SOCI 4652, Glendon College, York University
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In this intensive fourth-year seminar we investigate the role of population movement and displacement in state transformation, drawing on both historical and contemporary cases to show how migration and borders shape the relationship between citizens, states, and society more broadly. The seminar’s dual goals are to enable you to 1) gain an empirical understanding and theoretical grounding that enable you to analyze ideas and concepts related to borders, migration, population displacement, and citizenship, and 2) hone your writing skills through weekly short writing assignments. To succeed, you should read and think carefully about the readings before the relevant class, lead some class discussions and participate actively in the others, and write weekly reading analyses.

The seminar’s overarching goals include improving your ability to think critically and analytically; write clearly and effectively; improve and utilize the skills and perspectives of political science and related disciplines; and, less tied to the specific content of this course (and with thanks to the authors of Practical Wisdom, a gloss on Aristotle’s Ethics), develop the intellectual virtues you need to be a good student and good citizen: love of truth, honesty, courage, fairness, and wisdom. We meet in York Hall B206 on Tuesdays from 9am to noon.

Grading
Discussion leadership 18%  (= best three, times 6% each)
Reading analyses 48%  (= best eight, times 6% each)
Participation 10%
Final examination 10%
Research paper 14%

Discussion leadership: An important skill – whether in academic settings or elsewhere – is the ability to lead and guide discussions. Our in-class discussions will focus on ideas and arguments inspired by the readings; they will not summarize the readings. (Leaders will assume that everyone has read and thought carefully about each week’s readings.) The aim of the discussions is not to convey information but to consider different ways of thinking and reasoning. You will learn to frame questions that invite serious debate in ways that challenge and hopefully enlighten all members of the class. Each discussion block lasts 25-30 minutes and features two discussion leaders. (Some readings/topics may be combined, with the corresponding number of discussion leaders.) For each discussion, you should prepare several questions and a general sense of what the discussion should accomplish. Again, you should not prepare a presentation; the ‘talking’ should be done mostly by your classmates, with guidance and encouragement from you.

Reading analyses: Being able to analyze and critique what you have read is an important skill. In this course you will have eleven opportunities to write 750ish word analyses (see “Guidelines for Reading Analyses” for guidelines); your best eight count.

Participation: You should aim to attend all classes and participate actively in discussions. The quality of your contributions matters far more than their quantity, but you should aim to contribute something every week.

The Final examination will allow you to demonstrate the knowledge you have gained.
The research paper will be a guided research question that will allow you to integrate what you have learned over the course of the term with a reflection on a current issue.

**Policies:** Important information for students regarding policies is available via http://secretariat-policies.info.yorku.ca/
Please also familiarize yourself with http://www.yorku.ca/academicintegrity/

This class will operate using Glendon eclass (moodle) for reading materials (all available for free on the website), submission of assignments, and other course-related materials: http://eclass.glendon.yorku.ca/ Please also ensure your email address is correct.

**Course outline**

**I (8 Jan)  Introductions**
During this class, professor Maas will introduce the course, answer your questions, solicit your input for additional themes for readings for later weeks, then give a brief lecture about some reasons to study the relationship between borders, migration and population displacement, and the state by introducing one of his articles, which we then discuss:


**II (15 Jan)  Borders, Migration, Citizenship, and the State**


News articles: “Home-care coverage gap remains for patients who move provinces”;
“Services Emerge to Help Out-of-State Students Pay In-State Tuition”; “The Great Out-of-State Migration: Where Students Go”;
“Why Are Americans Staying Put?”;
“Greece’s Great Hemorrhaging”

**III (22 Jan)  States Controlling Movement and Migration**


News pieces: What is the current state of the migration crisis in Europe?; Canadian immigrant investor program; Trump’s tweet on border walls in Europe.

**IV (29 Jan) The European Project**


Schengen website; Viktor Orban’s Far-Right Vision for Europe; The EU Wants to Clamp Down on the Super Rich’s Visa of Choice.

**V (5 Feb) Borders, Free Movement, and Justice**


Two or three news pieces about current refugee applications in Canada.

**VI (12 Feb) Citizenship, Boundaries, and State Transformation**


Reading week: no meeting on 19 Feb

VII (26 Feb) Indigenous Citizenship, Displacement, and the State


News articles tbc

VIII (5 Mar) Canada


News articles tbc.

Guest lecture: Dagmar Soennecken

IX (12 Mar) The Politics of Borders

News articles tbc.
X (19 Mar) Irregular Migration, Cities, and Precarious Status
Guest lecture: Ethel Tungohan

XI (26 Mar) Case study: Brexit and borders
Readings tbc, including some on Northern Ireland (Anna Boucher?)

XII (2 Apr) Conclusions
Global Compact for Safe, Orderly and Regular Migration (2018)
Additional readings tbc
Guest lecture, Stephan Keukeliere

Final examination during exam period.

Research paper due during exam period.