

**GINS 4090: Migration and Global Justice**  
**Advanced Undergraduate Seminar**  
Carleton University  
Kroeger College of Public Affairs  
Bachelor of Global and International Studies

Seminar: Wednesday 8:30 – 11:30 - 111 Paterson Hall

**Instructor:** Dr. Shaira Vadasaria: Office: 2404R-A in Richcraft Hall  
E-mail: [shairavadasaria@cunet.carleton.ca](mailto:shairavadasaria@cunet.carleton.ca) | Office Hours: Wednesday 1pm -3pm or by  
appointment

### **Course Description**

How do ideas about ‘citizenry’ and ‘non-citizenry’ (i.e. refugees, migrants, undocumented people) take on a discursive and material life? How does a border for instance, demarcate who belongs and does not belong to an ‘imagined community’? What are the *constituents of power* that contour the boundaries of the nation-state and its desired community? Further, how do these processes of subject formation interact with law and policy around migration? At its premise, this course investigates the ways that *nation-states* are constructed, experienced and contested terrain. We will canvass a range of legal, aesthetic and other documentary sources to think about how technologies of *im/mobility* (i.e. regulatory systems that restrict access to movement) are connected to epistemic and geo-political configurations of colonial modernity. Drawing from theories of migration, decolonial and Indigenous theory, critical race, intersectional feminist theory and socio-legal scholarship, this course challenges dominant sensibilities about securitization and encourages transgressive imaginaries to re-think questions of state sovereignty. Reading sovereignty from below, that is – from the perspectives of indigenous, migrant and refugees subjects, this course is an invitation to conjure alternative grammars for world-making.

**Format:** This class will follow a seminar format. As a discussion based seminar, the success of this course depends on informed and engaged student participation. Regular attendance is necessary *but not sufficient* to constitute class participation. Class participation will be assessed in terms of how well you are prepared for each class. It will be based on a combined assessment of class participation and the extent to which discussion and analysis derived from the class is evident in your written and/or oral contributions. It is expected that you will complete readings before class and attend the seminar prepared for discussion. You are required to bring the reading material with you to class each week.

### **Further Guiding Questions:**

1. How do ideas about the nation-state and nationalism come into being?
2. How are borders constructed, experienced and/or contested?
3. What is the relationship between borders, identities, and constituents of power (i.e. race, class, gender, sexuality, ability)?

4. What are the socio-legal processes that regulate movement and migration under settler-colonial nation building?
5. How do people represent, perform, embody, and transgress cultural, social or political borders? How do these acts redefine borders?

### **Expected Learning Outcomes:**

1. Acquire interdisciplinary knowledge about processes of migration, forced displacement, and nation-state building;
2. Develop analytical skills to question the social, cultural, political and discursive processes through which people make sense of border experiences, displacements from and attachments to places;
3. Develop conceptual tools to examine representations of identity, belonging, inclusions/exclusion, displacement, and place-making;
4. Explore themes around migration across popular culture, visual culture and the media;
5. Train the imagination to be curious and open to alternative grammars of ‘sovereignty’, ‘community’ and ‘security’.

### **Required Texts**

This course requires texts that are available through cuLearn. [If you cannot access the readings](#), please do let me know.

### **Evaluation**

Your evaluation in this course is based on the following required elements:

1. Critical Response Paper x 2	30%
2. Essay Proposal	10%
3. Final Essay – (20 Pages Maximum)	40%
5. Participation	20%

### **Critical Response Paper**

30%

You are required to submit two critical response papers (4-6 pages in length, double-spaced, 12pt font). A critical response paper is a written engagement with one or two of the ideas that you encounter in a set of weekly readings. The paper may include a very brief summary of the ideas contained in the article however, it is not just a summary paper. The paper should show evidence of a faithful outline of the text (read *with the grain*) and an indication of how the texts under examination relate to one another. It should show evidence of critical engagement with the ideas and arguments advanced in the article(s)/book. Try to choose concepts that you find compelling

or which are of particular salience to concerns that you are trying to think through. The first response paper should be submitted no later than the end of unit one. I encourage you to submit the second response paper by the end of unit two.

### **Essay Proposal**

10%

To prepare you for your final paper, you will be asked to develop a proposal for your final paper (approximately 4 pages in length, double-spaced, 12pt font). This exercise is aimed at sharpening the general idea and broader contours of your paper. Your proposal should address the following questions: 1) What is your research question? 2) How does it engage with some of the debates and theories that we have taken up in our readings and discussion? 3) What reading materials will you draw from?

Proposal Due Date: February 12<sup>th</sup> 2020

### **Final Essay**

30%

The final essay assignment will be (no more than) a 20-page paper (double-spaced, 12pt font) which critically examines one of the course themes or a theme of your choosing related to course material. The essay should take up one or a combination of theoretical ideas addressed in the course. This paper is a more substantial critical response to a particular topic or a combination of works, or it may be an examination of how a given theme was addressed by class members during the week that the theme was discussed and/or presented. This paper requires that you make a substantial and substantiated argument about a particular research area, reading or collection of readings.

Final Essay Submission Date: TBA

### **Participation** - See 'Format' Description

20%

**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including the course syllabus, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGINs office in 2404R, Richcraft Hall. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Submission of Term Work:** All assignments are due in hardcopy at the beginning of class unless otherwise specified. If so instructed, please submit an exact copy of your assignment to the Course Website (instructions will follow).

**Late penalties:** Late assignments will receive a -5% deduction for the first day, -5%/day thereafter, weekends count as one day. **Late assignments may be submitted to the BGINs office or drobox in 2404R Richcraft Hall. Barring *exceptional* circumstances, assignments will not be accepted more than three (3) days after the original deadline.**

**Policy on Extensions:** Students are not entitled to extensions on assignments. Extensions are granted *solely* at the discretion of the Instructor. While medical notes, appeals from the Registrar, etc., may be considered, please note that extensions are not guaranteed and will only be granted in the most exceptional circumstances. **No extensions will be granted within 24 hours of the assignment due date.**

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from BGINs will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

### Weekly Reading Schedule

#### Week One (January 8<sup>th</sup>): Introduction

Overview of course objectives, assignments and introduction to central themes

## UNIT ONE: NATION-STATE, NATIONALISM AND BORDERS

### Week Two (January 15<sup>th</sup>): 'Imagined Communities'

Anderson, Benedict., 1991. *Imagined Communities*. London and New York: Verso Press. 'Introduction' pp. 1-8 and 'The Origins of National Consciousness,' pp. 37-46.

Mongia, Radhika, V. 1999. "Race, Nationality, Mobility: A History of the Passport." *Public Culture* 11(3), 527-556.

### Week Three (January 22<sup>nd</sup>): Feminist Critiques of Nationalism

McClintock, Anne., 1997. "No Longer in a Future Heaven": Gender, Race and Nationalism," in *Dangerous Liaisons: Gender, Nation, & Postcolonial Perspectives* eds. Anne McClintock, Aamir Mufti and Ella Shohat. London: University of Minnesota Press, 89-112.

Yuval-Davis, Nira. 1997. *Gender and Nation*. London: Sage Publication. Ch. 2 "Women and Biological Reproduction of the Nation," pp. 26-37.

### Week Four (January 29<sup>th</sup>): Feminist Critiques of Feminist Critiques of Nationalism

Smith, Andrea. 2011. "Against the Law: Indigenous Feminism and the Nation-State." *Affinities: A Journal of Radical Theory, Culture, and Action*, 5(1), Special Issue, 56-69.

Abdo, Nahla and Lentin, Ronit. "Writing Dislocation, Writing the Self: Bringing (Back) the Political into Gendered Israeli-Palestinian Dialoguing," in *Women and the Politics of Military Confrontation: Palestinian and Israeli Gendered Narratives of Dislocation* eds. Nahla Abdo and Ronit Lentin. New York: Berghahn Books, pp. 1-36.

### Week Five (February 5<sup>th</sup>): Indigenous and Anti-Racist Debates in Canada (\*first critical reading response due)

Lawrence, B. and Dua, E. 2005. "Decolonizing anti-racism," *Social Justice: a journal of crime, conflict and world order*, 32:4, pp. 120-143.

Sharma, Nandita and Cynthia Wright, 2009. "Decolonizing Resistance, Challenging Colonial States," *Social Justice*, 35:3, pp. 120-138.

### Week Six (February 12<sup>th</sup>): Border Technologies and Settler Colonial Nation Building

Brown, Wendy. 2010. Waning Sovereignty, Walled Democracy. *Walled States, Waning Sovereignty*. Zone Books, pp.7-47.

Balibar, Étienne. 2002. "What is a Border," *Politics and the Other Scene*. Translations by Christine Jones, James Swenson, Chris Turner. London: Verso Books, pp. 75-86.

🏠 WALLS OF SHAME: THE U-S MEXICO BORDER WALL  
<http://www.aljazeera.com/programmes//2007/11/2008525184011488706.html>

## UNIT TWO: EXPULSION AND EXILE

Week Seven - (February 19<sup>th</sup> Winter Break) – No Class

Week Eight (February 26<sup>th</sup>): Historical Emergence of the "Refugee" (Proposal Due)

Maalki, Liisa, H. "Refugees and Exile: From "Refugee Studies" to the National Order of Things," *Annual Review of Anthropology*, 24, 495-523.

Arendt, Hannah., 1943. "We Refugees," *The Jewish Writings*, ed. Jerome Kohn and Ron H. Feldman. New York: Schocken Books, pp. 264-274.

Agamben, Giorgio., 1995. "We Refugees," *Symposium* 49:2, pp. 114-119.

Week Nine (March 4<sup>th</sup>): Representations of Forced Displacement

Holmes, Seth M., and Heide Castañeda. 2016. "Representing the 'European Refugee Crisis' in Germany and beyond: Deservingness and Difference, Life and Death." *American Ethnologist* 43 (1): 12-24.

Murdocca, Carmela. 2019. "Let's help our own": Humanitarian compassion as racial governance in settler colonialism." *Oñati Socio-legal Series* [online], forthcoming. Available from: <https://doi.org/10.35295/osls.iisl/0000-0000-0000-1067>.

Week Ten (March 11<sup>th</sup>): Expulsion & Exile (\* second critical reading response due)

Pappé, Ilan. 2006. "The 1948 ethnic cleansing of Palestine," *Journal of Palestine Studies*, 36:1, 6-20.

Said, Edward, W., 2000. "Reflections on Exile," *Reflections on Exile and Other Essays*. Harvard University Press, 173-186.

🏠 EDWARD SAID: THE LAST INTERVIEW [2003]

## UNIT THREE: EXTRATERRITORIALITY AND RETURN

### Week Eleven (March 18<sup>th</sup>): Exile

Butler, Judith., 2012. "What Shall We Do Without Exile?": Said and Darwish Address the Future," *Alif: Journal of Comparative Poetics*, no. 32: 30-54.

Petti, A., Hilal, Sandi., and Eyal Weizman. *Architecture After Revolution*. London: Stern Books, 2013. Excerpt.

### Week Twelve (March 25<sup>th</sup>): Border/lands and Borderless Worlds

Anzaldúa, Gloria. 2007. *Borderlands/La Frontera: The New Mestiza*. 3rd ed. San Francisco: Aunt Lute, (reprint). Excerpt.

Mbembe, Achille. "The Idea of a borderless world," Africa is a country. <https://africasacountry.com/2018/11/the-idea-of-a-borderless-world>.

### 📖 THE LEFT-TO-DIE BOAT

Forensic Architecture (2011) - <http://www.forensic-architecture.org/case/left-die-boat/>

### Week Thirteen (April 1<sup>st</sup>): Return

Kanafani, Ghassan. 2000. "Returning to Haifa," *Palestine's Children: Returning to Haifa and Other Stories*. Lynne Rienner Publishers. Excerpt.

Allan, Diana. "What bodies remember: sensory experience as historical counterpoint in the Nakba Archive," in *An Oral History of the Palestinian Nakba*, eds. Nahla Abdo and Nur Masalha London: Zed Books, 2018: 66-88.